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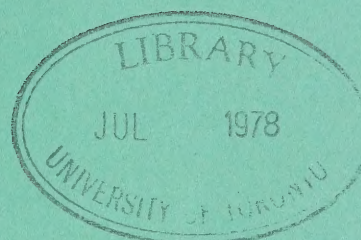
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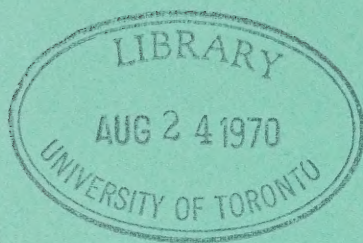
MINISTER'S CONFERENCE ON RECREATION, ROYAL YORK HOTEL, TORONTO

November 10-12, 1966

RECREATION—THE SIGNIFICANT USE OF LEISURE

Honourable W.G. Davis, Q.C.







ADDRESS BY W. G. DAVIS FOR THE KEYNOTE  
SPEECH AT THE CONFERENCE ON RECREATION  
NOVEMBER 10-12, 1966

As host of this Conference on Recreation I greet you warmly. It is timely that a new and concerted look be taken at the place of recreation within the fabric of our society. To understand the significance of leisure in our present day society is important: to look to the future to foretell the changing patterns and dimensions of leisure is of even greater concern.

The theme of this Conference is "The Significance of Leisure in our Society - Today and Tomorrow". Our purpose is to provide opportunities for you, as community leaders, to hear and analyze the statements of outstanding international authorities on the subject of leisure. Through their remarks and the probing of the panelists we shall be able to see more clearly the importance and values of recreation in the society of tomorrow. Understanding the significance of recreation is but one part of the intent of this Conference: the other part, and the major part, will be the advice, guidance and stimulation you take back to the communities you represent. Just how effective we are as a people in dealing with the new leisure will rest, in no small measure, in your hands. This Conference, therefore, can be and should be of major benefit to the citizens of this Province.

Many months ago the Society of Directors of Municipal Recreation in Ontario submitted to me a proposal for this Conference. It was their feeling that municipal recreation in Ontario was almost 20 years old and that the time had come to focus on its development, to identify its strengths and its weaknesses and to chart a course of future action. I concurred with their opinion and gladly consented to host this gathering. The Society was organized some 18 years ago as "The Recreation Directors Federation of Ontario". It is concerned with the competence and training of municipal recreation employees. Through the co-operative action of some 150 members municipal recreation has become an essential municipal service and the practitioners at the local level have, through training programs, become more knowledgeable and competent. Through the dedicated action of the Society members, municipal recreation has broadened its base to include a variety of activities so that all ages may use their leisure time creatively. Their contribution to the field over the years and to the planning of this Conference has been significant. The members of the Society who have participated as members of the Conference Planning Committee are listed on your program and to them I extend my sincere appreciation.

The Ontario Recreation Association also had representation on the Conference Planning Committee. This Association was formally constituted in 1948 as a body of lay and professional workers in the field of recreation and since that time has worked diligently to promote and develop recreation in this Province. Their research programs and their annual conferences have done much to focus on the subject of recreation over the years and their contribution to the planning of this Conference is recognized.







The Community Programs Division of my Department has also been active in the recreation movement in Ontario for 20 years. As an enabling component in this field the Division has provided opportunities for the training of full-time recreationists, part-time activity leaders and administrative leaders of groups and organizations. Resource material on a variety of recreation subjects is available through the Division and legislative grants on municipal recreation expenditures are paid. The Division, too, has played a major role in the development of recreation in this Province and representatives of this Division were active members of the Planning Committee for this Conference.

I wish to make special mention of the keynote speakers who will share their philosophies with us. Two of the speakers return to Ontario after having made contributions to the recreation movement here.

Alan Klein, Professor of Social Work at the University of Pittsburg established the In Service Training Course offered by the Community Programs Division and gave leadership to that course in its formative years: he also worked closely with the Ontario Recreation Association in its development. Mr. Klein is well qualified to provide the conference summary and to challenge us to future action.

Harold Meyer of the University of North Carolina is well known for his books on the subject of recreation. He was our guest in Ontario at two conferences of the Ontario Recreation Association where his stimulating and thought-provoking addresses did much to chart the course of action of that organization. As a recreation leader of international stature and as a trainer of many leaders in this field, I am pleased that Dr. Meyer has come to speak to us on the subject "Leadership - Recreation's Most Import Dimension".

John Seeley, now at Santa Barbara, was not intimately connected with recreation in Ontario during his stay here but his work with York University and with other Ontario organizations left his imprint. Professor Seeley's topic is "Time, Work and Leisure" and he will pinpoint the problems of the creative use of leisure in the society of today and tomorrow.

Dr. Gordon Shrum, Chancellor of Simon Fraser University in British Columbia, is an outspoken authority on education and will challenge all of us to consider the role of education in recreation.

One of the most outstanding practitioners in recreation on this continent is Robert Crawford, Commissioner of Parks and Recreation for the City of Philadelphia. The system which Mr. Crawford has developed there, is considered to be one of the best in the United States and indeed has served as a model for many other municipal programs. His lengthy experience in the field makes Mr. Crawford an admirable selection to forecast, for us, the trends in recreation: those things which must be considered if recreation in this Province is to develop effectively.



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Dr. John Farina, Professor of Social Work at the University of Toronto, is a recreationist by philosophy as well as by training. His outspoken comments on the role of the federal and provincial authorities in recreation and his experience as a municipal recreation director indicate that Dr. Farina will challenge and stimulate our thinking about the role of governments in recreation.

At this time I would like to voice my appreciation to the many citizens who will act on the panels at this Conference. Every one of them is a recognized authority in his or her field and I am sure that their dialogues with the speakers will do much to maintain your interest throughout the conference and to stimulate you to action upon your return.

But this conference has been developed for you - the delegates. You represent municipal councils and their recreation committees, private agencies, interest groups and recreationists. There will be about 600 delegates at this conference, each one interested in and responsible for the development of recreation activities. The title of this keynote address is "Recreation - The Significant Use of Leisure". Those of us who are concerned about and responsible for the development of recreation activities share certain philosophies. We believe that recreation encompasses a whole host of activities and programs and that through participation in these worthwhile activities and programs one will gain enjoyment, happiness and satisfaction. We believe that each individual, regardless of his age and interest, should have programs available to him which will meet his needs and through which his interests may be expressed. We believe in the psychological and sociological bases of sound recreation development.

We are told by the experts, and experts within my Department tell me, that due to automation, specialization, labour saving devices and longer life spans, the individual in tomorrow's society will have more free or uncommitted time than at any other period in the history of mankind. Whether this uncommitted time is to be used in activities of little consequence or in delinquent or anti-social activities, or in a meaningful and satisfying experience is the question of today. I submit to you that each delegate at this conference is responsible for providing the answer to that question. We will be told here of the problems that face us as members of the society of today and tomorrow, we will be challenged to consider our responsibilities and we will, I trust, be stimulated to return to our various responsibilities and jurisdictions to make decisions and to lay plans for the future.

The senior levels of government, the federal and provincial, have certain obligations in the development of these plans, but the sphere in which most modern people must find meaning and purpose is that of the family, the neighbourhood and the community with its schools and churches, libraries and cultural institutions, sports groups and recreational clubs and social organizations. Programs of community activities are thus essential elements of life if people are to keep their sense of purpose and achieve happiness in a complex society. In their own communities







ordinary citizens and their families can share with others the work of planning and carrying out projects for which they have recognized needs and set the goals. Here they can use their own methods and their own leaders for effective development.

All of us, regardless of the level of our responsibilities or our involvement, share common concerns. Many of these will be identified here during the next three days. The identification and consideration of these concerns is of great importance but the concerted effort to lay down both short term and long range plans to meet these concerns is of even more critical importance.

From the overview which I have as the Minister of Education for this province let me identify some of my concerns in this keynote address, for if my speech "Recreation - The Significant Use of Leisure" is to be the guideline of this conference, then these and similar concerns must be resolved before dynamic, effective progress can be made.

First of all, I feel that we have not interpreted the importance and values of recreation, as we know it, to the general public. Too many people still equate the word "recreation" with "sports for children". I suggest that there may be two causes for this interpretation: one cause is the lack of an ongoing educative function on the part of all who share our basic philosophy and the second cause is that our programs often simply deal with "sports for children". I suggest to you that we must constantly interpret, through all of the media available to us, the deeper meaning of the word "recreation" and I suggest that our programs should be broadened to include a wider variety of activities for all age groups. In my opinion we can lose no more time and no opportunity in educating the public about the true meaning of recreation and its importance and its values to the individual.

My second concern is the lack of communication between agencies and departments which are responsible for programs of recreation. Duplication of programs, wastes of time and money, and confusion to the consumer, are all products of the lack of clearly defined functions of the involved agencies at all levels. Dialogues must be established at the federal and provincial levels in order that effective program development can take place and in order that talents and services can be effectively harnessed. I do feel that agencies, within a community, must co-ordinate their efforts and co-operate with each other for sound development. A climate of joint planning, mutual trust and co-ordinated effort is essential if our goal of maximum participation and growth is to be achieved.

I am concerned too about the lack of research on the subject of recreation. We need a research program to validate some of our basic concepts about recreation, to determine current needs and interests and to chart a sure course for the future. While we recognize that research can best be handled as a component of the proposed undergraduate and







post-graduate program being considered for recreationists in Ontario, I can assure you that the Community Programs Division is prepared to develop research projects on matters which concern us all.

I am pleased to note that the majority of school boards in Ontario now have some form of continuing education program for adults. The concept of the "lighted school" as developed by authorities in some parts of Ontario and of the United States could well be analyzed as it might relate to all of Ontario. Co-operation between school authorities and recreation authorities in a community needs to be continuous so that the best and most dynamic program of recreation and continuing education is available to the citizens. All publicly owned buildings must be used for program development. Facilities, per se, are of little consequence unless they are used to the maximum.

Another concern which comes within my jurisdiction, is the whole framework of our educational system. We, in the Department of Education, recognize that education has four components:

- (a) Education for life as a worker. This function includes general academic training as well as training for specific occupations. It also includes continuous opportunities for the improvement of skills within an occupation and, if necessary, training for new occupations where the old ones become obsolete.
- (b) Education for public life - This includes a knowledge and an understanding of the world in which we live in order to equip the student to become an effective member of society.
- (c) Education for family life - which includes the elements of child development and marital harmony.
- (d) Education for a "better life" - This provides for the assimilation of skills, knowledge and attitudes about the creative use of leisure. This is your major interest and I can assure you that we in the educational system recognize that a knowledge of and attitudes about leisure activities which will carry-over to adulthood are receiving our consideration.

I am concerned too about recreation program development. It is my opinion that the programs and traditions of the past are, in many cases, not good enough to meet the needs of today. While many of the programs of the past still continue to play their useful role, I submit that there are many others that should be discontinued in favour of more dynamic and more meaningful activities. You know, much better than I, which of the programs you offer should be discontinued, but I do ask you to consider carefully the activities which come within your jurisdiction in order that you can be assured that the needs and the interests of the participants are being met. Allied to this concern for program growth is the







fact that many communities are spending the majority of their recreation budget on sports activities for children. While I recognize the value of sports and athletics for the training they provide in good sportsmanship and good citizenship, their development of group skills as a member of a team and their value as physical fitness activities, I do feel concerned that other age groups and other interests are deprived of their fair share of the recreation dollar and their share of consideration by the governing authority. While many adult and adolescent community programs can be all, or nearly, self-supporting, I do feel that these age groups require the enabling service of a Recreation Committee for program initiation and development. I further feel that the non-athletic pursuits of all age groups need the consideration and assistance of the Committee.

Municipal Recreation in Ontario has been developed on the premise that the municipal recreation committee is responsible to assure that all age groups and all interests in the community have opportunities for the creative use of leisure. If this assumption is to become a reality then all age groups and all interests need to have a share in the planning of recreation programs and need to have the assistance and the advice of the committee and the recreation staff.

Recreation activities have been divided into categories which include social, physical, creative and intellectual. It is my feeling that opportunities in each of these categories should be available to all people who live in a community, regardless of their age. Some will be provided by the school program, others will be provided by the private agencies while still others will be provided by special interest groups. The function of the Recreation Committee and the recreation staff, then, is to make sure that these opportunities are available and to organize those for which the authority must assume the responsibility.

The provincial legislation governing recreation in this province is permissive and lays down guidelines for the municipal authority. It may be that after 20 years a more meaningful and useful municipal organization for public recreation is required. We, in the Department of Education, would be pleased to consider experimentation in this field in order that changes might be made if progress can result.

My final concern relates to the subject of leadership training. For full-time recreationists, the existing Diploma and Certificate Courses at the University of Guelph are a step toward professional status and standing. The proposed degree program will be a further step. My major concern relates to the training of the multitude of part-time and volunteer leaders that will be needed to provide all the possible programs in the society of tomorrow. The Community Programs Division offers leadership training courses throughout the year. These courses are designed to improve competence in the skill being taught and to provide teaching techniques and insights into recreation philosophy. It is my opinion that many more leaders and potential leaders should be attending these and similar courses. If programs within your jurisdiction are to grow and if the leadership for these programs is to develop,







then it is essential that you encourage your leaders to attend these training opportunities.

These then are my concerns. Not all of them to be sure. You, as delegates to this conference, will have many of these same concerns and many others equally valid. All of the problem areas we have identified should be exposed at this conference and examined so that solutions can be explored.

The fact that you are attending this conference is important but there are two even more important aspects to consider. The first is that you should return to your own communities more knowledgeable about the potential of recreation as it relates to the individual and to the community and that you should be more committed and enthusiastic to make those decisions and develop those programs which will result in happiness, satisfaction and enjoyment for all ages and interests in your community. The second responsibility that you have is to consider this conference as a start: not all of the problems you have will be solved here, not all of the concerns will be exposed and not all of the action will be taken. An opportunity has been provided for you, while you are here, to identify subsequent action steps and it is hoped that you, upon your return, will take time to reflect on this conference, to discuss it with others and to send back to us your suggestions for additional action.

"Recreation - The Significant Use of Leisure". Recreation has been defined as all those things that a person or group chooses to do to make leisure time more interesting, more enjoyable, more worthwhile and more personally satisfying. This then is the challenge of today and an even greater challenge for tomorrow. You are the people who must make the basic decision which will result in a diversity of leisure time opportunities for people of all ages to work, to study and to play in community groups full of interest and vitality and in an atmosphere that provides growth, development and enrichment for everyone.













MINISTER'S CONFERENCE ON RECREATION, ROYAL YORK HOTEL, TORONTO

November 10-12, 1966

THE PLACE OF RECREATION IN OUR GOVERNMENT STRUCTURE

Dr. J. Farina





## MINISTER'S CONFERENCE ON RECREATION

TORONTO - NOVEMBER 10-12, 1966

### THE PLACE OF RECREATION IN OUR GOVERNMENT STRUCTURE

Professor John Farina

First public recreation programme in North America instituted by the Governor of Port Royal in the year 1608. Since that time no public recreation programme, that I am aware of, has met the standards set by the Order of Good Cheer.

Although motivated by the government of the day, the programme was carried out by volunteers. There were no paid leaders. Success was dependent upon the ingenuity, skill, creativity, good humour and dedication of the volunteers. Everybody was directly involved. Planning, preparation, and execution of the programmes were all essentials of the recreative experience.

Yet - the notion of the Order of Good Cheer as a model public recreation programme raises a number of questions which are relevant to public recreation today.

1. First - was the Order of Good Cheer in fact a public programme?
  - (a) There was no legislation, no medal act - rather simply a directive from the governor delivered in such good humour as to well nigh represent a recreative act in itself.
  - (b) There was no public money provided for the Order. Each man in planning and carrying out a programme was dependent on his own resources and those of his fellows.
  - (c) There was no special facility provided for the Order - no office, no special meeting room, no badges to be worn to the dinner. Indeed, they were dependent on the facilities of a colony designed primarily for habitation and defence.
  - (d) No man was assigned programme responsibilities as his primary task. For each the responsibility for programme was over and above his usual duties.

Under these circumstances, it is perhaps presumptuous to term this a public programme. At least it might appear so - - - -





2. Second - was the Order of Good Cheer in fact a recreation programme?

(a) Activity did not necessarily take place during free-time. Hunting, fishing and the preparation of meals was an essential and at times an arduous task.

(b) The objective of the programme was not primarily to recreate oneself, but rather was the literal survival of the colony, i.e., the provision of food.

Despite these questions, however, the programme proved to be creative, joyful, expressive, varied and satisfying. It was instigated by the public authority (the Governor) and did involve all members of the colony. To the extent that the Governor initiated the programme and was himself on the public pay-roll, the programme did receive tax support.

In fact, there has never been a civilized society in history in which the government did not take a measure of responsibility for recreation services.

In some instances, support came through military leadership - hence the training of boys in ancient Persia, during the age of chivalry, under the Nazi regime, and currently - the Red Army Chorus and the Army-Navy football game. This on occasion has also been a Canadian pattern - (cite Physical Fitness Act).

In other instances, governments have given direct and indirect support to religious sponsorships of recreation programmes. Thus in Canada we find grants and tax concessions to church organizations such as A.Y.P.A., C.G.I.T., C.Y.O., and to church related groups such as Boy Scouts, Girl Guides, and Y's of various sorts.

The result is that just as ecumenism is a critical issue facing fractionalized Christianity, so dissipation of resources of leadership and facilities is a problem to which recreation is continually addressing itself in Canada.

One other approach to recreation service which involves direct government responsibility is through education. The wording, if not the emphasis, in Canada has shifted from Physical Culture to Physical Training to Physical Education. Is there perhaps the implication that under the aegis of education physical activities cease to be cultural? All too frequently an examination of programmes suggests the validity of such a conclusion.





Aside from the involvement of the military mind, the religious spirit, and the physical body, government has in Canada been directly concerned in the field of recreation.

Such direct involvement, however, has seldom represented a primary orientation towards people. Rather, governments have been inclined to keep their focus on land and have viewed recreation as a sort of residual land use programme. If property is not immediately useful for high rise construction, for mining, for road building, or for lumbering - perhaps, and just perhaps, it can, as a park, produce a dollar or two from the tourist industry, or can enhance adjacent land values, or can secure revenue by lease to entrepreneurs.

I do not wish to suggest that money is not a good thing. The affluent society has brought unprecedented material benefit to the bulk of the population. This affluence has been accompanied by a radical shift in the work: non-work time ratio.

The adequacy of government policy vis a vis this shift in ratio may, however, warrant careful scrutiny. The tendency to group recreation with tourism in government departments smacks of a completely cynical and materialistic (or should I say, business-like, or, perhaps, more accurately, business man) approach to the recreation needs of people.

Yet, in other areas of government service there has been in the past few decades a pronounced shift in expenditure. Today, services to people, as differing from services to property, represent an ever increasing proportion of government expenditure. Next to National Defence, Welfare and Health services get the biggest piece of the national budget - and the present minister has hopefully indicated a decrease in the National Defence budget while a significant further increase in the Health and Welfare budget is pending. (I believe that is the correct non-political word). At the provincial government level, Health, Education and Welfare expenditures represent the bulk of provincial government spending, and substantial increases in all three areas are indicated. At the municipal level education expenditures outstrip all others.

There appears to be a less pronounced yet identifiable increase in expenditures on recreation. These are not as easy to detect and document.

At the federal level more than seventeen departments, boards, commissions, and crown corporations are involved in recreation expenditures. Provincially, the picture is quite as garbled and tends to represent variations on the theme. Municipalities show great variety and, indeed, versatility in screening recreation expenditures.





Perhaps a few illustrations are required to support this confusion. At the federal level, the Departments of Welfare, National Defence, Finance, Agriculture, Northern Affairs and Transport. In addition a number of crown corporations and similar extensions of the Federal Government are directly involved in or are in fact recreation agencies. The C.B.C., the National Film Board and the Canada Council are typical of this group of government agencies.

Thus - if I might use services to youth as an example - the Department of Finance makes annual grants for Youth Serving Agencies, the Department of Agriculture sponsors Youth Programmes, the Canada Council encourages "culture" among youth, the Amateur Sports and Fitness Council encourages "physical culture" among youth, while the National Film Board and C.B.C. entertain and instruct youth.

A similar picture of duplication overlap, lack of co-ordination of service, and downright inefficiency could be documented for practically any other age group in our society.

The Canadian government is spending a lot of money on recreation for minimal value. By simply co-ordinating what is now being done under government auspices, without increasing expenditure at all, the Federal Government could make a significant contribution to a national recreation programme.

Yet, compared to the organization of recreation services at the lower levels of government, (and I use the term lower deliberately) the Federal Government is a veritable model of efficiency and good sense.

Over the years each of the provincial governments has built up a great variety of recreation programmes and facilities. In general those provincial departments whose orientation is towards land and facilities are not working in co-operation with those whose focus is on programmes and people. In fact they seldom even know each other and frequently do not even know of each other's existence. Land is often acquired, developed and put into recreation use without reference to or without any awareness that reference could be made for related government and community agencies whose primary concern is the planning and development of recreation programmes with and for people.

The problem at the provincial level is not limited, however, to lack of communication between land oriented and people oriented divisions of provincial services. The demands of communities for community recreation services have been met usually on an ad hoc basis.





Thus assistance is given through a wide variety of otherwise unrelated agencies and departments attempting to support such local services as parks, museums, recreation committees, agricultural clubs, adult education, libraries and physical fitness programmes. Depending on the department or branch responsible for administration of assistance, a different frame of reference, or point of view, influences the receiver. I quote from the pamphlet "The Organization of the Field of Recreation in Canada".

"This situation results in great waste of effort by the provincial governments and it fosters similar waste and confusion at the local level..... Numerous pamphlets and interpretive literature are produced annually trying to make sense out of nonsense".

At the federal level of government there appears to be no co-ordinated policy governing national development of recreation resources or programmes. Current determinants of practice seem to be essentially economic, i.e., the tourist dollar, the mine in the park, logging for leisure, or railroads to recreation. There are few channels open to interprovincial sharing of ideas and those that are, e.g. "Interprovincial Committee on Resources" - are concerned with recreation as a very secondary source of possible revenue from resources, or at the best a "good image" type of by-product of an otherwise expensive and difficult to promote developmental scheme. Oddly enough, in practice, the so-called by-product has, for a significant proportion of citizens, been the essential product. Hence, more citizens of metropolitan Toronto view the Boyd Conservation Area as a recreation park than as anything related to a narrow sense of conservation. Similarly, citizens of London view the Fenshaw Dam Project as more meaningful to them as a recreation project than as a flood control project.

As recently as twenty years ago "Does Government Have a Role in Recreation" would have been a timely and pertinent title for an address. Today there is no question as to whether government has a role - the task to which we address ourselves is - "What is that Role" and what should it be?

Arnold Green notes that "the more complex and rapidly changing a given present is, the greater the number of possible events and trends that can possibly eventuate in the near term". That is why the present seems peculiarly ill adapted to either the innocence or mischief of devising plans for the use that citizens shall make use of their "leisure time". Anyone who would use a word like "eventuate" must be both an American and a sociologist. That is no reason to ignore what Green is saying.



At present our governments are involved so many ways in recreation that the problem is to identify priorities. For the federal government I would suggest two, neither of which are inconsistent with present badly articulated policy. First - the Government of Canada should recognize that recreation in its many dimensions is a basic source of cultural stimulation and development. This recognition would hopefully result in a less precious kind of functioning of the Canada Council and a less seriously dedicated, hard working and harassed approach on the part of the Amateur Sports and Fitness Council. Ultimately, both might see that they are jointly involved in the cultural fitness of Canadians. Similar modifications towards a less heavy handed approach by other government operations, such as the C.B.C. and the National Film Board, may result. The second priority is the designation of land for park and recreation use. Here again current government policy is to so act. However, there is a tendency to be hesitant about giving a high priority to non-commercial use. Further, there is a need to establish policy on land use priority which applies to public as well as private land.

At the provincial level of government the priorities are not as clear. This is in part due to trend for provinces to set themselves up as independently functioning entities complete with prime ministers and parliaments. Thus it has proven extremely difficult for the federal government to discharge those responsibilities to which I am giving priority in some of the provinces. Ontario is an example of a province which has a shockingly inadequate amount of federal parks and for that matter of provincial parks. Yet there appears to be little indication of Ontario and the federal government working co-operatively to increase federal park area in Ontario.

Assuming, however, that the federal priorities noted are accepted then the indicated provincial priorities are:

First: Substantial grants and subsidies to municipalities to allow for the fullest development of parks and recreation systems at that level of government that is closest to the people.

Second: I would suggest high priority be given to the establishment and maintenance of personnel standards in the field of parks and recreation. Hopefully this would follow current patterns of consultation with communities but would be improved by integration of the park and recreation function at the provincial level. Further, this priority suggests the establishment of professional education courses for park and recreation personnel.

Break and go to Municipal.





At no level of government is recreation a more immediate concern than at the municipal level. Most larger municipalities are as vaguely involved in a wide variety of recreation endeavours as are the federal and provincial governments, yet are in a much more difficult position to find adequate financing for eminently desirable projects. Larger cities are caught in a squeeze between speculative land costs and an inadequate tax base. Demands for recreation financing come to municipal councils from park boards, recreation committees, private agencies, athletic groups, town bands, library boards, museums and others. The public service of recreation is conducted by these agencies all too frequently on a unilateral basis.

It is at this level of government that the problem of programmes without policies, without co-operation or even without recognition of fellow programmers is most acute. I would like to quote E.R. McEwan who studied this problem throughout Canada in 1961.

"Even where there is a designated administrative structure in the local government, such as a recreation commission, this body often covers only a part of the local public recreation services. It is not uncommon to find a parks board operating independently of the recreation commission where the two exist. Library boards, and galleries, museums, exhibition boards, etc., in most instances, have no formal tie with the recreation administration, although they contribute significantly to the leisure time needs of the people".

A further problem with far reaching consequences is that most municipalities are quite literally cheap skates when it comes to recreation. Most municipal councils must be made up largely of wholesome adherents to the Protestant Ethic - believing that only work is noble and that leisure (which they likely designate idleness or sloth) is at best unworthy and at worst a sin. If they have any awareness of public responsibility in the field of recreation they wish it would go away. Failing that they give it away in a manner which can only reflect ignorance at best, indifference at worst. In all too many municipalities, council skirts its responsibility by tolerating or encouraging a private agency to fulfill all or part of the public recreation function. Thus we have instances of service clubs or social agencies carrying all or a significant proportion of the public recreation programme in many municipalities. Aside from the questionable right to place a public programme in the hands of a private group, such policy serves to undermine the initiative of many of our most dynamic citizens. Traditionally, private agencies have experimented with new programmes, new approaches, new techniques, and have frequently launched demonstration projects.





But with the prestige and the big budget, big attendance public type recreation programmes, why experiment, why try the new and perhaps not too popular programme, why fiddle with new leadership techniques or offer service to special limited groups. What I am saying is that the cheap skate approach has far reaching and sometimes subtle effects on the community far beyond the range of public recreation operations.

The priorities at this level of government are of greatest importance. This is the level of government most frequently in direct contact with the citizen and assuming acceptance of the provincial priorities, then this is the level at which government grants and subsidies will be spent.

The first priority I would suggest is one that I do not believe is mentioned in the literature of recreation. The primary responsibility of the municipality in discharging its recreation function is to assure that the best recreation expertise at its disposal is strongly represented whenever decisions affecting municipal planning are made. This does not mean calling in the recreation director to see a plan for a new civic square and to give his comments. Rather, it means his participation in the development of the plan. It means the elimination of the artificial distinction between active and passive recreation so the recreation director is a participant in the planning and development of all recreation areas and facilities.

The second critical municipal priority is in the area of programme planning and development. What is required in a municipal staff who, despite their titles, are essentially programme enablers rather than programme directors? This means the development and engagement of a cadre of professional recreationists who have a respect for, ability to recognize, enthusiasm to recruit, and personal security to not be threatened by the success and status of indigenous voluntary community leaders.

It is my belief that this is becoming the type of recreationist our professional schools are starting to train. I hope so. There is, and has been, for many years, another type frequently encountered. He assumes expert proficiency in determining my recreation needs - (according to this fellow they are invariably wholesome and creative) - he clarifies for me both the means and ends of recreation (this part always manages to sound both loving and exhausting) - then he assures me that because of his peculiar talents I will no doubt achieve the supposed desirable ends under his tutelage. He is going, I am sure, and in most cases is gone.









MINISTER'S CONFERENCE ON RECREATION, ROYAL YORK HOTEL, TORONTO  
November 10-12, 1966

. PANEL DISCUSSION on  
Dr. John Farina's Paper  
THE PLACE OF RECREATION IN OUR GOVERNMENT STRUCTURE

Members of the Panel:  
Mr. George A. Fletcher  
Mr. Saul Laskin  
Mr. William Pillsworth  
Mr. Robert Secord



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Panel discussion following  
Dr. John Farina's address, November 12, 1966  
Minister's Conference on Recreation

Following the discussion of Dr. Farina's paper by the panel, the participants in the Conference were assigned to fifteen study groups. Each of the groups was invited to consider a particular section of the paper, and to submit a report on the aspect of "The Place of Recreation in our Government Structure" they studied.

A summary of the findings of these study groups has been sent to all who attended.

Address of Mr. William Pillsworth

Ladies and gentlemen:

I agree with Professor Farina when he says recreation directors should be more involved with municipal planning. There is a definite lack of this involvement at the present time and the need for it will increase in the future.

I am not referring to the recreation director being involved in the planning of an arena, swimming pool or community centre building or some other recreation facility because he is now in most cases involved in this type of planning. I am referring to planning that has much greater scope. He will need to be a leisure-time planner and a creator of leisure-time opportunities in various areas related to the municipality, whether it is a new civic centre, a shopping mall, a museum, an art gallery, music hall or a scenic road. The design of these facilities should create opportunities for leisure including walking on a wide, picturesque beautiful mall or spending a noon hour on the civic square. These amenities will need to be provided for our leisure-time living rather than the drab concrete streets and the completely utilitarian and work-oriented buildings of the present day.

Dr. J. H. ...  
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Civic officials, including mayors and city councils, need to recognize that the recreation director should be able to express his views regarding the present and future important developments of the city. City officials need to think of their recreation director not completely in the terms of an organizer of activities and people, but more in terms of a planner representing the leisure and recreation opportunities in the community.

I would like to add to this belief that the recreation director must be worthy of this responsibility. In order to perform this function the director will have to be more knowledgeable about the relationship of time, work and leisure and the affects of automation.

I don't agree that members of recreation staffs should be essentially program enablers. If I follow Professor Farina's trend of thought, a recreation director should not subscribe or suggest activities or opportunities that people may participate in. I feel that a recreation director is not worth his salt unless he is prepared to offer advice to individuals or groups who may need or request this service. I couldn't imagine a physician who wouldn't provide treatment but continuously referred his patients to other sources. Or a teacher who would not teach directly either by word of mouth or some other method of communication but always referred his students to books and other resources.

I believe that a recreation director must be a program enabler and a program director. Some forms of recreation are direct services that should be provided entirely by the municipal recreation department. These are basic services involving the organizing, staffing, financing and directing of playgrounds, swimming pools, community centres, athletic leagues, and so on. The municipal recreation department is in the best position to provide these services directly because it has the legal, financial and technical resources to do the job. This doesn't mean that peoples' interests or volunteers' assistance would be ignored. Any successful program directly provided by a recreation department also in some way involves people in the planning, and volunteers in the implementation.

Program enabling is another responsibility of the recreation professional. He must be prepared to work with all kinds of people in the community. The recreation department and his staff will be able to assist some almost completely, others less, and a few just a little, because the amount of enabling will depend upon the nature of the need. This will be done through assistance with the provision of facilities, advise on the construction and maintenance of facilities, the training of leaders and suggestions about programs.

One thing that a recreation director and his staff cannot do is provide for the recreation needs and interests of the whole community. There are people in every community who do not want or need the services of the municipal recreation department. It would be a mistake for any professional recreation staff to think that the entire needs of the community can be met through their department.





Address of Mr. Saul Laskin

Ladies and gentlemen:

I was tempted during Dr. Farina's remarks to interrupt him, but since my commercial was more than 30 seconds, I reserve the right as Mayor to have the last word. I don't really think it will be the last word because I know our panelists will have more to say before this meeting is adjourned.

You know municipal councillors have been called many names... but cheapskates. I have never heard that one. You know, it's the reverse usually. They accuse us of spending too much money. I would say, Dr. Farina, that if you can convince the provincial government to shoulder their responsibilities and their rightful responsibilities in the fields of education, health, welfare and the administration of justice then we would have enough money to look after all the recreation needs of our municipalities. I will agree with you that some municipalities wish it would go away, just fade away. That is why I am here this morning to impress municipalities of the need and the value of recreation. These thoughts are my own, and perhaps some of my colleagues in the municipal government may disagree. But I am here to convince them.

There is no question in my mind that municipalities must recognize the importance recreation plays in our municipal structure. The community has a basic responsibility for the health, welfare and safety of its citizens and the environment in which we now live has greatly increased this responsibility. People know that streets are for cars and sewers are for waste. Do we know what recreation does for people and for the community? Municipal leaders must be cognizant of what their role now, and even more in the future, must be in the field of human needs and the problems affecting the welfare of the community. Recreation ranks high in priority because it will give our citizens opportunities for meaningful, happy and productive lives.

It is in the long term that the true gain would become most apparent. If properly oriented people, each made useful contributions for themselves and for their community, we would untap an abundance of talent, ability and energy which is now underdeveloped and misdirected. At all levels of government we must ensure that this great resource is not wasted or squandered, but harnessed for self-improvement. Are we honestly interpreting the role of recreation in its contribution to life enrichment for the individual or creative development for society in general?

I know municipal government is plagued with mounting costs. Taxes are increasing and the unfortunate property-owner takes the brunt of any increase. We are concerned with the problems of air and water pollution, planning municipal and regional structures. May I offer a gentle warning if we do not develop a new philosophy of recreation and





place a high priority on present and future planning of leisure-time activities for physical, social, creative and intellectual pursuits by involving education, recreation parks and private agencies to take care of our growing population and its need, the problems of today will be insignificant to those that will face us in the next ten to twenty years. If you think, municipal councillors, that we have problems now, just wait, and you will not have to wait too long.

As municipalities grow and people crowd closer together, spaces decrease. What was originally a vacant parcel of land upon which children played is probably now a parking lot. We may find that the only spaces free of buildings in some neighbourhoods are our streets, and need I stress the dangers of street playgrounds. A survey of one American city revealed that 40% of the children killed in street accidents during one year were at play as were 30% of those injured. When one equates the value of a human life, particularly a child's, can we ignore the need for recreation areas?

When one speaks of recreation, one must think of all forms of leisure-time pleasures. Equally important as the provision for a hockey surface, or a stadium, or baseball, or football are the requirements for music, arts, drama and nature activities. To what avail is a waterfall if it is inaccessible to the public, or if the water flowing into its gorge is a polluted sordid mess. More emphasis must be also placed on meeting changing needs. We must always be alert to new ideas and new demands.

The role of recreation in many communities is unfortunately fragmented. Each agency of government is attempting to conduct its own program. The lack of communication is apparent, we have heard. May I emphasize that provincial departments are even more fragmented if this is possible. Recognizing the need to coordinate our efforts, on a recommendation of our board of education in the city of Port Arthur in 1961, we formed the school parks and recreation committee. Its aim is to extend cooperatively, and without duplication, both creative and intellectual opportunities for improved living to all people of all ages residing in our community.

The planning of parks and recreation must be closely correlated with the planning of the school system. The school building must be designed as a recreational, cultural and educational centre to serve all the people. In order to save tax dollars, promote more efficient use of public land without competition or duplication, develop mutual understanding and cooperation, as it relates to capital expenditure, design and maintenance, make more adequate use of all areas possible that will combine a steady depreciation with functional utility to serve all purposes.

The time has come when this should be a policy of the Department of Education. Municipal leaders had been preaching this concept



for many years. Some school boards have initiated this program as in the case of Port Arthur. But until elementary and secondary schools are designed with facilities that can be used for activities to involve the neighbourhood, we will continue to have useless fragmentation and inadequate facilities. May I also suggest that a primary function of municipal councils should be to make surveys of present facilities, prepare a plan showing deficiencies of public open space, plan a program for preserving, and if necessary, acquiring land not only for playgrounds but for the retention of areas such as waterways, and to prepare a master plan for public open space involving the recreation experts to assess the fullest employment of recreation areas and facilities.

A city with too much open space is yet to be found. Let us not sell or give away our land for the short-term goal of economic gain and find we will have to pay heavily in the future to acquire these lands. What is wrong with keeping open space even if it remains in its raw state for years? Perhaps for the present the need for development is not apparent. In the meantime it still serves as a quiet area. Recreation for many people but many officials fear that if development is not immediate the area is not required. I say let it remain in its natural state for future development.

May I also emphasize that the full onus of recreation cannot, should not and does not fall upon the property tax payer. We will do our share but it will require the united and cooperative effort of school boards, park boards, utility commissions as well as provincial and federal agencies. We will require the school parks recreation committee in all communities. We will require cooperative effort with the regional conservation authority. We will require cooperative effort with the Department of Lands and Forests. We will require cooperative efforts with the Community Programs Division of the Department of Education. We will require cooperative effort with our own community, with organizations who are now conducting programs, community centre groups, athletic organizations, art, crafts organizations, etc.

When it comes to building facilities I would warn municipalities that palaces are not required for programming. These will come when existing facilities start bursting at the seams. Too often, pride creates facilities. The pressure of a small group may sway council in its decision rather than allowing it to assess the total needs of all its citizens.

Our role is to coordinate the development of organized programs for leisure time according to need; and facilities should be spaced according to total demand rather than distance. Communities centre programs are essential to look after the needs of people who are not mobile. It is important to involve as many people in organizations as possible and to encourage their participation. We must guard against depressing and discouraging the ambitions of these groups under the guise that government can do a more effective job. Citizen participation is therefore essential.





It is when citizens fail to assume leadership and serve their communities that we weaken our structure. Fewer persons are giving time and leadership and because of the dwindling supply of workers and leaders more and more responsibilities are passing by default into the hands of government. If we are not concerned about this, we should be, for the structure of our society is based on citizen participation in that society. Our job is to harness people who care, who look beyond themselves and see in their neighbourhood in the community about them a job to be done. The most important ingredient therefore in a successful recreation program is leadership, and unfortunately the trained personnel who can appreciate the new needs facing municipalities are in short supply. Fulfilling this need must be the responsibility of our provincial government. Grants for leadership courses must be increased. How can we encourage municipalities to assume the role if we are still governed by an outdated policy? How can we encourage the building of needed new facilities when faced with an outmoded Community Centre Act, that has not kept pace with today's cost and today's needs?

I hope that this conference will conclude that recreation is not a luxury, but should rank high in our services and responsibilities to our citizens. The objective is to establish circumstances which will help people find ways to use their leisure time for meaningful purposes and thus ensure a healthier and more productive community. I am confident that my colleagues in municipal government will, in cooperation with other agencies, and with the assistance of the provincial and federal governments, meet the challenge of recreation in our government structure. We will never meet this challenge if we do not start moving and the time to start is now.

Mr. George Fletcher

That is the finest statement about recreation from a mayor I ever heard.

Mr. Saul Laskin

I want to say that I am encouraged in these remarks by the people who surround us in our government structure. We are fortunate to have men in all fields -- the Board of Education, Parks -- who have this new concept and my council is quite behind me.

Dr. John Farina

I don't want to add a cynical note. I agree with Mayor Laskin that in the municipality we provide roads for cars and sewers for sewage, parks for people. The fact of the matter is that in most Ontario municipalities there is more park space for cars than there is for





people. I don't wish to sound sacrilegious, but in many of our Ontario municipalities there is more park space for the dead than there is for the living.

Mr. George Fletcher

I understand that in many municipalities in Ontario where they are allowed 5% of a new development for recreation, they have a sneaky little practice of forcing the developer to give them the land, and then selling it back to him. This actually happens. It is one of the most insidious practices I have ever seen. Perhaps Saul can tell us if his people do it.

In somebody's wisdom this land was to be set aside so that the community would have some breathing space for recreation. Somehow without public attention (you recreationists must have let them get away with it) it is being done.

Mr. Saul Laskin

I have heard it said that this is done in some municipalities where short-term policies are adopted in order to hold the tax line. It is certainly not done in our city. In fact, we would like to see more than 5% set aside for recreation. The developers, when they enter into an agreement with the municipality, have this responsibility to the people who buy the houses, to provide adequate space. Municipalities should not sell their birthright.

Dr. John Farina

Would it be a business-like policy to set aside 10 or 15% of a developer's land for park and recreation purposes?

Mr. Saul Laskin

It is important for a developer to ensure that the people who buy his houses are happy in their environment. Houses would sell more quickly. People will flock to an area where they feel they have good recreation areas for their children. It's a two-way street.

Mr. Robert Secord

I suppose that if all of the people that were on municipal councils in this province had that philosophy, this conference would basically be unnecessary to do the job for which it was intended. But



I would like to look at the provincial structure for about two minutes because there are certain things that John Farina said that will make implication here and I think we should be aware of it.

I rather liked Dr. Meyer's suggestion last night of a separate section of the Department of Education charged with the responsibility of recreation. I think that this would be an excellent way to do it. I feel that it would give recreation the status and prestige it needs, and still provide within the department the inter-relationships between education and recreation.

May I suggest that there are four things to be considered on the provincial level. The first one is that the service should be enabling. You see there is nothing magical or sacred about a by-law or the kind of legislation under which we work. We assume that we should allow municipalities and groups to achieve their potential in the development of meaningful programs of recreation. Then, each municipal authority should be allowed and encouraged to decide for itself its own structure for recreation and the most meaningful development that can take place and not be forced by antiquated legislation to follow an inappropriate course of action for them. The Minister said on Thursday night that he would like to see experimentation to find a more effective structure, if such is possible.

The second implication is that the provincial authority should then be responsible to train, upgrade and license the full-time recreators in cooperation with their professional organization and this includes not only municipal recreators, but those who work for other government agencies such as reform institutions, welfare and health. The provincial authority should provide training of part-time and volunteer leaders and give them accreditation. These competent leaders will be useful in the program.

The third enabling function as I see it, is that resources both human and material should be available which will stimulate, guide and inform.

The fourth thing that all of the speakers so far have stated is that grants-in-aid must be available and that they should be available as they are deemed necessary. But these grants should be available on an earned basis for program excellence in the creative, social and intellectual fields as well as the physical, and that all age groups should be involved and that grants should not be available as they are now, simply as a reward for past performance. This to me, as far as the provincial government is concerned, indicates an inspectional service as well as a consultative service.

It seems to me from what Dr. Meyer said, and from what Dr. Farina said, that the result of such a provincial service should result in greater support in many ways for municipal programs. Improved





municipal programs should result in more participation by all age groups in a variety of activity and greater participation should lead to increased enjoyment, happiness, satisfaction and personal growth. This sentence then summarizes the objectives of recreation. Without minimizing the current role of the province, I am suggesting, as their representative on this panel, that more can and should be done by the provincial authority to obtain the objectives that all of us are seeking.

Dr. John Farina

Mr. Chairman I must take issue with some of the things that Bob has said. First of all, I think his talk about recreation being a part of education simply proves the point I was making in that so many recreation people are conditioned to speak in terms of government service to which they belong. Bob is at present an incumbent of the Department of Education. Therefore, it seems to me, quite fitting in terms of my previous remarks that he would talk about recreation as being a subsidiary function of education to which I say nonsense, poppycock -- balderdash. I cannot see recreation as a subsidiary profession. I cannot see recreationists placed in the same position in relationship to the educator that the orderly is to the doctor.

If you want to know how you rate with education right today, I would suggest to you that there is a high proportion of the people in the recreation profession in this province today who are not being paid as well as the janitors in the schools. That's the kind of respect that the education authorities have for recreation in this province. We have the beginnings of a profession school at the University of Guelph and by gosh I'll tell you those people operating at the university level are being paid salaries which would shame the elementary school principal. As long as recreation remains subsidiary to education that will be the case.

Twenty-five hundred years ago Aristotle said that the object of education is to prepare a man to occupy his leisure. We are now entering a second age of leisure and I would say if anything, the formal educator should be subsidiary to the recreationist.

Mr. William Pillsworth

Several speakers have said that long-range planning is very desirable. Mayor Laskin said that you have to have an even spread of facilities around the municipalities and I don't think there is anyone here who would disagree with this. But we come up with these long-range plans. We take them to boards of control or councils. Let's say it is a ten-year plan running from about 1960 to 1970; it is all carefully worked out. We go to them to get the money and they say they are sorry but they will have to put you on a year-to-year basis because they do





not know whether this money is going to be made available. Therefore your plans sort of flutter out the window.

The professional staff say, with tongue in cheek, "well we think you are going to get this about 1968", but we are never sure. What do we do about this problem?

Mr. Saul Laskin

Well, I don't think that London is any different from any other municipality. You have a five-year forecast for capital expenditures do you not? You should have if you haven't got it. I think the Department of Municipal Affairs insists that many municipalities have a five-year forecast, so you know where you are going. Well, if you haven't got a ten-year plan, at least you would have a five-year plan, and all the agencies involved in the community will bring in a forecast for the next five years -- what they plan to do in every field. Recreation takes its particular spot in the development of our financial structure.

Mr. William Pillsworth

We have the forecast. We have no problem with that, but we can't get the money when the plan says we should have it. I don't think this applies only to London. I am not speaking primarily for London. This is going on all over the province. Then the big Municipal Affairs Department comes in, the Ontario Municipal Board, and says, "Oh, you can't do this; you have reached your financial limits now." Unfortunately recreation hasn't got any of that financial limits. It has gone other places.

Mr. Saul Laskin

You are governed by certain rules naturally. You can't spend any more than the financial structure will allow you to. But within that limit, once you have your five-year forecast approved by the Ontario Municipal Board, it is quite evident that the councils have sort of given you a moral obligation to it. It is up to you and your department to convince them of the necessity of going ahead with your plans.

If you sit back and do nothing you don't expect the municipal councillors to go to your aid. You have to fight for it.

Mr. William Pillsworth

Well this is going on. But, as I say recreation is in a sort of back seat because it is so often considered as a luxury, or a non-



essential service, and when it comes into competition with sewers, and roads, and education we don't fare very well.

Mr. George Fletcher

This is what I would like to summarize with.

I see here some young ladies, and I presume they are just out of college. Way in the back I see some gray heads. Last night when Dr. Meyer asked about those who were here 18 or 20 years ago, there were about 20 or 30.

Ladies and gentlemen: I must impress upon you that this is a sales convention of recreation. You've got to go out of this meeting and ask for an order. For 20 years we have said we had a product, but you haven't asked for the order. We have all been listening to the things that haven't been achieved in twenty years. You young people are entering a field that we now accept as one of the most valuable fields in the future perhaps the most valuable that there is. You have got to sell it. There is nothing wrong with this, it doesn't matter what profession you are in, even if it is that of housewife, you've got to be sold something or you've got to sell it yourself.

So in your deliberations try to come to a conclusion. All the talk we have had in these last three days is only worth as much as you do about it. Let us emphasize that this is more than a debate, than a controversy. You can slide a whole lot further on honey than cinders. Nearly always this controversy enters; it is real; it is perfectly honest. I agree with this young man who speaks about the relative salaries. I am known as the teachers' advocate in my home town. I spent only 12 years on the board. I agree with the other statement about this. I agree that we have to somehow put a price tag on any value but I don't agree that this should be the thing that gets the headlines and be considered the most important thing. It isn't. You're selling a life-long profession, I hope. Ladies and gentlemen if you don't you'll be meeting here 20 years from now in the same kind of a bog and this I believe would be a tragedy.

One final thing. Sell even those businessmen who these days are somewhat suspect because that phrase that was used yesterday was misused, "he profits most who serves best" there wasn't a dollar sign on the word profit. The emphasis is on the word "serves" and don't really become so cynical that you can't believe that within your community the majority of people want to pay a little rent for their room on earth, because they do. This is the way you can sell things with optimism and faith, and a belief in what you are doing. There is nothing more worthwhile than the future. So when you discuss, polish your product and give it the best pitch you can.





Mr. Robert Secord

It seems to me that each level of government that is represented here, and as we move continuously about the province always assigns the responsibility for the payment of recreation services to the other two. Therefore, if we work from the province point of view then the province should have the money to give to the municipality and the province says we should have the money from the federal government to give to the municipality. I think we are realistic enough to know that there is only a certain amount of money and therefore it is coming out of the same pair of pants. What we really have to decide is how much comes out of the left-hand pocket for municipal expenditures; how much comes out of the right-hand pocket for provincial expenditures; and how much comes out of the hip pocket for federal expenditure. But I suggest to you that the public and the consumer has to pay and I further suggest they will be willing to pay if they are able to buy a beneficial product.

So in summary all I would want to say is that we have identified concerns at this conference so far and have analyzed changes in growth that are required. If we believe in the importance and the value of recreation then we are committed to see that these things are done at the level of jurisdiction at which we are committed to operate.

Mr. William Pillsworth

Very brief Mr. Chairman, I would make another plea as I did in my talk that the professional recreation is there in your community to serve you. Let us give him the resources that he needs to do the job.

Mr. Saul Laskin

I would like to see a competition between levels of government. I think this would destroy the thinking. I would like to see them in communication with one another each one helping the other and I think we will achieve our ultimate goal. I hope that municipalities and municipal councillors will recognize that recreation is really not a luxury and must be placed on a high priority and they must take a new approach to their thinking. I know they are plagued with many things but they must assume a new philosophy. I don't think you have to spend too much money to achieve your purpose and again I emphasize that one of the things lacking in the municipality is the leadership to show us why we need these things. Don't expect elected people to assume that role. They must be told, they must be shown and I am sure that they will come to the aid of people because that is what they are elected for. To serve the needs of the people. It's up to you to show them the needs.





Dr. John Farina

I was just thinking as I sat here about the comments I made previously regarding education. I started to wonder: with whom do I discuss problems of leisure and recreation in the university setting? I talk frequently with Professor Mattyasvsky, who is in the division of town planning, and is doing some research into recreation areas. I am in frequent correspondence with Alan Armstrong of Central Mortgage and Housing Corporation, who is an architect. I have shared dialogues with Dr. A. Porter, who is in the Department of Industrial Engineering, and who is interested in computers and the social consequences. I have frequent dialogues with Dr. Emlyn Davies, who is assistant director of Extension, and is a Baptist minister. I occasionally talk with John McManus from the Department of Physical Education, who is the assistant football coach, amongst other things. From my own profession I am always delighted to see Alan Klein who is also a social worker. Rack my brain as I could, I couldn't think of an educator.









MINISTER'S CONFERENCE ON RECREATION, ROYAL YORK HOTEL, TORONTO

November 10-12, 1966

RECREATION LOOKS TO THE FUTURE

Dr. Alan Klein



MINISTER'S CONFERENCE ON RECREATION, TORONTO--NOVEMBER 10-12, 1966

RECREATION LOOKS TO THE FUTURE

Professor Alan F. Klein  
School of Social Work, University of Pittsburgh

This conference on recreation is unique. It could have been held in no other place in the world and Ontario people should swell with justifiable pride. The invitations the Minister sent us might have read:

Old folks, young folks, everybody come,  
Join the Minister's Conference--you'll have a lot of fun.  
Please park your prejudices and clichés at the door,  
And we'll make some social forecasts you have never heard before.

I am proud beyond words that I have been asked to take part. Here we have had the opportunity to leave behind some of our old ways of thinking, and the opportunity to make an audacious use of social imagination.

Time is but a concept in the mind of God. Let us think of ourselves as on a river, flowing between headlands out of the past while in front of us lies the future. We are in a boat on the river of time and we can see only the small section of each bank just opposite to where we are. But if we were in a helicopter several hundred feet above, we would be able to see over the headlands into the past, and around the bend into the future. We would be able to see clearly where we had come from and we would also know something about how we should alter ourselves and our course in order to get safely into the future.

I once knew a boy at the University Settlement House. He was a recent convert to Catholicism and he had gotten into some difficulties over a night excursion he and some of his friends had made to the local lumber-yard. When asked about it he admitted to his father-confessor that he had indeed picked up enough sticks to make a small birdhouse. The priest assigned a minimal penance. However in other quarters the matter did not seem to be so simply disposed of, and in their next interview the boy agreed he might have taken a few short boards, enough to make a little shack. The priest assigned a correspondingly stiffer penance. There were probably other interviews, and still more realistic confessions and penances. Finally the priest said he had become convinced the matter was so serious it warranted the making of a novena. "Father", the boy cried enthusiastically, "if you've got the plan for this novena of yours, I've got all the lumber we'll need."

That's it -- ALL WE NEED IS THE PLAN -- the lumber is already available.





Tonight I have been charged with several tasks: to summarize what has been said at this conference; to look into the future; and to say something about what we can do about it.

Two different approaches to the use of leisure have been evident at this conference. The pessimists have been saying that work is out of date and that machines will make idlers of us all. On the other hand, the optimists have been telling us that automation and technology will create new jobs and new channels of opportunity. I am an optimistic pessimist. I agree with the pessimists that things may get worse -- work patterns will change whether we like it or not. But with the optimists, I believe we can do something about the future. I believe we can substitute direction for drift -- if we just know what it is we want to happen.

Why were we invited to come here? The Minister's letter of invitation said it was:

to look into the immediate future in an effort to foretell the changing patterns and dimensions of leisure,

and

to provide opportunities for community leaders to hear and to analyze the views of outstanding authors and speakers in the fields of sociology, education, planning, economics, and recreation, as they picture for us the changing community of the next decade.

On Thursday evening when the Honourable Mr. Davis spoke to us he gave us some further directions. He said:

\* We have not been interpreting recreation to the public. (I have been disturbed to learn that the Ontario Recreation Association has not been prospering.)

\* He would like to see more co-ordination and consolidation of the efforts of all the agencies and departments responsible for programs of recreation.

\* There should be <sup>more</sup> continuing education for adults.

\* There should be more co-operation between education in the schools and recreation.

\* Our present programs are based on the past and are not good enough; communities spend too much of their budgets on programs of sports for children.

\* We need to experiment with new plans and new legislation.



- \* We need a leadership training program that produces many more leaders.

To help us focus our attention on tomorrow's needs, Dr. Seeley spoke to us about work and time in the future. He alerted us to the problems of an economy of abundance. I am not sure we all heard him when he told us, "you must be made over, and be helped to understand the meaning and challenge of freedom -- a freedom that will erupt everywhere, and catch us unprepared".

"But freedom to do what?" he asked.

For all of us there will be time for living -- not time to be passed, or put in -- but real leisure. Dr. Seeley defined it, literally as the time of permission, the time that gives leave: leave to be, leave to become, leave to do. Be, become, do what? How shall we free ourselves to make these changes? We must take time to change ourselves now so our children will be ready for the future. Our attitudes are becoming dangerously obsolete at an alarming rate.

The panel that followed Dr. Seeley did not seem to grasp the full import of his message. They seemed to find it too difficult to conceive of the world of which he spoke, of this topsy-turvy sequence of work and leisure. They began to talk of the "creative uses of free-time".

Gradually through the following sessions I began to hear the basic themes of this conference:

- \* Let us co-ordinate the crazy-quilt of agencies and programs we now have.
- \* What will improve relations between education and recreation?
- \* What can we do about fragmentation of our efforts and purposes?
- \* We talked of structure and departmental administration. Should we have a Minister of Recreation? What structure would be most effective?
- \* This morning Professor Farina made a strong plea for co-ordination of the legislation affecting recreation.
- \* Many of us were for letting George do it. If he did an adequate job then we could do ours, it was felt.





Rather than deal with the changes we faced, we found it more comfortable to go back to talking about the development of recreation in a warm, human-oriented climate where recreation springs from the needs and desires of the people. Instead of probing the future we discussed finances, land, facilities, programs, leadership and leadership training in the context of the present.

It reminded me of the Italians' debate about whether to put a clock on the leaning tower of Pisa. What was the point, some asked, of having the inclination if you did not have the time? Here we have been asking ourselves, "what good is the time, if you do not have the inclination".

I must confess that I do not believe many of us have really been listening to one another.

Just like our puritanical forebears we have been busy justifying our attitudes to leisure. While I was upstairs resting in my room this afternoon someone knocked at my door. I could not prevent myself from explaining to my visitor that I was not really just lying there doing nothing. I felt obliged to explain that I was thinking about what I would have to say to you tonight.

This, of course, is because we still place a high value on work, even though we know that our affluent society cannot operate on this philosophy of the pioneers for much longer.

The computer is changing our lives completely and we must soon begin to act as if we knew it. Already, today, we are told on good authority that we possess the technological knowledge to eliminate at once 80% of the industrial work done in our society.

We still are unable to believe that a good man is simply one who loves his neighbours, helps others, and enjoys himself. Our own self-image is damaged if we are not working hard and producing things and money. A good man to us still must be a producer.

Each of our speakers offered us at one time or another, his definition of recreation. One said, "recreation is that in which one engages to derive immediate satisfaction -- utilization of free time for the satisfaction of the individual...", and then immediately added the words, "creative, worthwhile, wholesome, significant, productive". Why must we always justify recreation by insisting it be significant, or even useful? That is a misuse of the term and contradicts its own definition.

"Recreation," others say, "must be enjoyable, satisfying and interesting."



Satisfying and interesting to whom? Apparently to bearers of moral judgments who wish to prescribe what I ought to find satisfying.

The truth is that you do not believe in your own definitions because you still seem to have to justify the enjoyment of living. This inability to accept free time without justifying it, or without feeling guilty about not working and producing, constitutes a great problem because in the near future there will be much less work, and there will be a shorter work week than we now know and a great need for people to feel comfortable with little work. People must learn to be free enough to enjoy their freedom.

"Enable" was a word used this morning in this connection. It was not the right word. The appropriate word is "freed". We must be freed to enjoy freedom without embarrassment and guilt.

We say that recreation is doing what we want to do, and we define it as satisfying to the doer. But the religious and moral values we learned in school and at home insist that we justify our enjoyment and our satisfaction. However, I watched your faces while you were listening to the music of that magnificent choral group after dinner last night. Your faces were beatific. You were lost in your enjoyment. There was no need whatever to justify it. The moment was a beautiful one.

For your information, let me ask you a question. Can you conceive of a world in which leisure is no longer a valid word -- that is, leisure as we know it? We invented leisure to mean the absence of work. Can we free ourselves of the idea of work and leisure as opposites and learn how to gain satisfaction from living life to its full?

Work-leisure is an outmoded concept and so is the other negative expression we use -- free time, or freedom from work. We have been using many outmoded words in our talks here at the conference.

Can we free ourselves from these concepts so that satisfaction lies in living? Does it do violence to your thinking? Before long there will be no need for anyone to work long hours -- some may not work at all. Even now in the United States some farmers are paid not to plant. Eventually a system of reverse income tax may be worked out so that it will pay you not to work.

Think what that will do to our self-image if we continue to feel that our status is tied to production and work! We must find ways to have meaning and to gain status not in working but in living as complete human beings.



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Why do we divide our recreation planning by age-groups? Life is not discontinuous or fragmentary, but a whole flowing process from youth to age, from childhood to parenthood. In Britain they are beginning to tackle this concept seriously by attempting to think in terms of whole families, in whole lifetimes instead of by time divisions.

Is it possible that we do not dare to think of these sweeping -- yes, revolutionary -- changes in life patterns and in attitudes that are almost upon us? What will lifetimes be like in the future? How shall we plan for lifetimes in recreation?

In renewing the centres of our cities, for instance, we are putting up buildings suited to today's world, and predicated on yesterday's ethic, without any thought as to how our great grandchildren will manage their lives in them. Instead of devalueing work, which would be the course of sensible people in the present economy, we are busy making more work -- feather-bedding, thinking up busy work, and make-work projects, putting youth in job corps and work corps. Apparently we cannot get used to the idea that people are going to have to be paid for doing what they enjoy, and they can enjoy doing that for which they will be paid.

Which brings me to another point. We talk of determining the needs and interests of people. Be honest. You know that is simply a cliché. We all know perfectly well that the mine is salted; in school and at home we teach them what to want so they will give the "right" answers when we ask about their interests. We manipulate the whole thing, creating the needs and interests we propose to meet. We have even convinced ourselves. "Be creative," we say, but real creativity, when we occasionally meet it, frightens us to death. If we were to tell the truth we would admit that we cannot stand creative kids; they upset all our plans. We do not trust them. But tomorrow there must be creativity if there is to be freedom and happiness. We shall have to learn to trust people who are free and who know how to live full creative human existences.

We often solemnly discuss what it is that youth needs; what activities, programs, sports, facilities and so on, it is best to provide. However we do know that if a delinquent boy could tell us what he really wants, he would say -- a father, and all that a father means, i.e., a family, a real home, security and love. In other words, they need and want better adults instead of activities. Inter-personal relations will be a most critical concept in the new living. Can we become better fathers and mothers, better human beings, getting along together and building better families? "People who need people are the luckiest people in the world," will be even truer tomorrow than it is today.



We have talked here a great deal about the necessity for leadership and for leadership-training. Yesterday Dr. John Rich asked you, "Leadership-training for what?" You could not answer him because you do not actually know where it is you want to go -- where it is you want to be 25 years from now.

Where are the policies, the philosophy, that would give you guidance? You must go home and create policy. Set some direction instead of drifting. It is most unfortunate that the community recreation movement is waning because policy has not been set by the commissions and the agencies. Such policy must come from the people. The recreation directors will have to get out of their offices and into the communities. They are not and never should become chair-borne administrators. By this I do not mean that they should be activity directors, either. They are organizers who should work directly with and trust people.

Let me also warn you against confusing method with policy, and mistaking facilities for recreation. There are commissions who feel they are planning for the future if they provide for the doubling of everything they now have in order to serve twice the population in the future. They remind me of the sculptured general on his horse in the park: posture heroic, sword held high, progress nil. After all there are two ways to reach the top of the oak tree: you can climb up, or you can sit on an acorn and wait.

But let us not pan the commissions; blame the people -- and then educate them. You cannot do that sitting in your offices.

When you have developed a philosophy, and know some of the facts, and when you have formed a policy based on solid premises, you will have direction and some idea where you want to be 25 years from now. Then, in general terms, you will be able to make some choices. Then and only then can you engage in training.

We can make recreation a substitute for work and keep our self-respect. There are alternatives for accomplishing this. For example, you can extend education by sending children to school earlier and keeping them longer. You also can provide more opportunities for adult education and let people retire earlier.

You can change the orientation of accepted values. All through history hard-working people have dreamed of the day when they would have to work less. Now the dream is about to come true and we do not seem to know how to handle the reality.





One possibility is to give status to new kinds of production, to new approaches, that have nothing to do with making money.

Of the many alternatives I prefer that you be audacious in your use of social imagination. I would like you to be creative in your planning for recreation. In each community the approach can be different.

Those are some of your available choices, in general terms. Now for the specific recommendations that seem to me to have developed here at this conference.

1. There is a great need for a strong provincial department. It has saddened me to hear of the people who have left Community Programs without being replaced. Districts are too large and the services are spread too thinly. The Division, its staff and budgets, should have been growing along with the province. Moreover the Division needs a separate "think" section for planning.
2. The fragmentation of your efforts by special interests, age-groups -- and all sorts of other divisions must come to an end. These are narrow, hampering conceptions perpetuated by selfish vested interests.

There is a need for co-ordination, rather than separation. Find ways to bring together public and private interests, federal and provincial programs, old and young, professional workers and volunteers, institutions, voluntary organizations and communities.

3. There are also some things **that** you can begin to do as soon as you go home.

Think about changing your own attitudes. When you are not busy working, do you feel guilty and idle? Think what will happen if you pass on this attitude to your children? Think about the kind of world they will be living in in the future.

Can you learn to enjoy life and pass on your joy in living to your children?

You can all take a new look at your schools -- the teaching and the curricula. You can promote better salaries to teachers and help them to develop the school programs as an education for living. You can insist on longer and better training for teachers. You can encourage your own children to go into the social professions to serve, instead of promoting the idea of working to produce.



You can stop being part-time parents and spend less time at work and take more time in building your family. Learn to be good parents and grandparents. Before long this may be the only job that will be left for elderly people to do, but a most important one will be parenting. We do it poorly and we will have time in which to improve it.

You can improve your skills in inter-personal relations. You can give these skills priority and highest value in your training courses. Activity skills or craft skills are of much less value to a recreation worker than highly developed sensitivity, understanding, and real competence in inter-personal relations.

You can all stress that enjoying life is important and fight the idea that recreation must be justified by being useful. You can cultivate gracious living; you can practise slowing down; take a course in loving, talking, listening, feeling, singing, strolling, and hearing children laugh.

You can give status to others just for being people, without reference to what or how much work they do or what they make.

As you re-educate yourself, you can re-educate your children and others to be free. You can recognize that it is external restraints and punishments of all kinds that lead to frustration, hostility, and guilt. You can learn to substitute for these love and trust and freedom. You can strive to integrate work, learning and pleasure.

Do you remember how Alice complained to the Red Queen that after running and running they were still in the same place? She said that in her country they would have gotten somewhere after all that running.

"A slow sort of country", said the Queen. "Now here, you see, it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!"

In which sort of country do you want to live? Fortunately in Canada you can make the choice and make the country what you want it to be. Such is the wondrous nature of your freedom. How will you decide to use that freedom? You can free the children to know how to live in a world that sees men as people rather than beasts of burden, or you can burden your children by how you educate them now, to forever be bound by the anachronism of an 18th century ethic. We must make ourselves over to fit a world that has already been drastically altered.





MINISTER'S CONFERENCE ON RECREATION, ROYAL YORK HOTEL, TORONTO

November 10-12, 1966

THE ROLE OF EDUCATION IN RECREATION

Dr. G.M. Shrum



# MINISTER'S CONFERENCE ON RECREATION

Toronto - November 12, 1966

## THE ROLE OF EDUCATION IN RECREATION

G.M. Shrum

Many years ago, George Eastman, founder of the Eastman Kodak Company, wrote: "What we do in our working hours determines what we have. What we do in our play hours determines what we are". Due to today's technological developments, we now have more material things and more comforts - than at any time in all history, and we have more free time by working fewer hours than ever before. We have many more play hours in which to determine what we are or should be. How we spend this extra leisure time - estimated at six hours per working day - is the underlying theme of this Conference. How well we spend it will determine the quality and tempo of our modern society.

My topic - The Role of Education in Recreation - is probably broader in scope and more urgent in application than any on the agenda of this Conference. Although it is customary and more in keeping for a pedagogue to commence a talk by a series of definitions, obviously, with this select group, this is unnecessary. I shall not define education other than to say that it will include institutions at all levels -- pre-school, elementary, secondary, post-secondary, university and adult. I shall also adopt a broad concept of recreation and think of it as the utilization of free time for the enjoyment and satisfaction that it brings to the individual. Physical, social, cultural and intellectual activities will all be included within our concept of recreation. Bearing in mind that at least six educational institutions are each concerned with four or more recreational activities, those who remember some of their early instruction in recreation will realize that the number of possible combinations makes the consideration of this general topic more appropriate for examination by computer science than by a formal lecture.

Although we think of recreation as something intimately associated with our free or leisure time, yet all such time cannot be utilized for recreation. Brightbill says: "Leisure is time in which our feelings of compulsion should be minimal. It is discretionary time, the time to be used according to our own judgment or choice". Brightbill (2) differentiates leisure and recreation by saying: "Although there is some overlap in sociology to try to equate leisure and recreation, they are not synonymous. Although recreation takes place in leisure, it does not, and should not, absorb all leisure hours. Man may also use his leisure beneficially for worship, education, or recreation, or may misuse it in idleness, over-indulgence, or crime". He defines recreation as "any enjoyable leisure experience in which the participant voluntarily engages himself from which he receives immediate satisfactions". Such a definition is broad enough to include many different experiences and makes it difficult to restrict recreation to a few specific activities. Recreation centres on the individual and it is his attitude toward the activity which is all important in determining whether it is recreation or work.

The Challenge of Leisure, Prentice Hall 1963, p. 4.  
Recreation in American Life, Wadsworth 1964, p. 6.





Although this Conference is dealing almost exclusively with recreation and leisure time activities, I would not want to give the impression that in our modern world there is no longer any need for old-fashioned hard work. Many would agree with Luther (1) - "Work is the main course, the meat and the substance of our lives. Recreation is the dessert; we like it best in modest portions at the end of a good meal. When we try to substitute the dessert for the meal itself, we lose our taste for it".

The puritanical outlook of the 17th and 18th centuries which made a virtue of work no longer persists. However, although no longer necessary for salvation's sake, there still seems to be an important role for work in our society. Men who are at the top in any sort of occupation must still have a passion for productive work. Far less industrious associates only delude themselves when they attribute success to an endowed brilliance denied ordinary individuals, to nepotism or other influence. Success is almost invariably the product of years of long, tedious hours and of grind- and often boring work. The heights in any profession or occupation are not attained by lazy people. In fact, it is not for the sluggard that today we are concerned with providing recreational opportunities; even the pursuit of happiness and a full life demand effort, persistence and determination.

John Luther, "My Blessing Not My Doom",  
Economic Press Inc. 1954, p.5.

As an educator, I am concerned with the relationship to recreation of all levels of education. Those of us who are engaged in education have an urgent responsibility for ensuring that provision is made in our school and college systems for the teaching of recreational skills and for inculcating in people of all ages a better understanding of the importance of creative and productive leisure time activities. The responsibility for promoting such an understanding rests with school boards, political leaders, clergymen, teachers, university professors and, in fact, all community minded citizens. The need for action is exigent and will become even more so as automation provides an ever-increasing amount of free time.

It is regrettable that the substantial increase in leisure provided by technological improvements will not be available to all segments of the population. Executives, technical and professional workers and supervisors do not now share in the great decrease in working time and they have little expectation of sharing it equally with labour in the future. Happily, many in these categories enjoy their work, and thus voluntarily put in much overtime there, and work itself provides the major satisfaction in life. Many people in responsible positions - executives and supervisors - are tired and expected to work long hours. Where work itself does not provide adequate rewards or the opportunity for creative expression, we must look increasingly to recreation for some of the deeper gratifications in life.

As in any other constructive endeavour, we need leadership and we can only achieve success in recreational activities by providing an adequate number of highly trained teachers and leaders. This training must be mainly the responsibility of our colleges and universities, and particularly the teacher-training schools and faculties. We are accustomed to the rarefied intellectual air of college and university teaching and must be prevailed upon not to make the courses shallow, rigid or formalistic; otherwise we shall drive away many of the most promising young men and women.



In the recreational field, probably the most fruitful and important part of education is with the pre-school child. Any development of new values and skills in recreation must necessarily start with the very young. At no other period in life is the mind so free of suspicion, prejudice and inhibition, so curious and inquisitive, so receptive to new concepts and physical, social and psychological factors which shape character and health and mental attitudes. Childhood is the age when we have the capacity to let our minds and bodies work well together and good motor coordination is easily developed. No other period in life offers greater opportunity for initiating and acquiring recreational skills.

Regrettably, one finds in too many areas in Canada that nursery school and kindergarten opportunities are available only to the children of culturally and financially privileged parents - the children of the poor and the handicapped are usually denied the benefits of such training. Although some extreme critics periodically propose the elimination of kindergarten on economic grounds or because, as they claim, children "don't learn anything there", I feel that the improved environmental conditions associated with pre-school programs are necessary to supplement home care and foster the development of healthy children. I would hope that in Canada it could be counted among the basic rights of childhood. If we are genuinely concerned with closing the gap between actual and potential growth we must provide as part of our educational system more healthful conditions and richer, more stimulating experiences during our children's early and most impressionable years.

There appears to be an urgent need also for research on the scope and content of the pre-school program. I am inclined to believe that this age is not the time for books in reading and arithmetic but rather for physically active tasks and for creative play. Through the various forms of recreation - more so than with the standard academic subjects - we can help preserve the imagination, enthusiasm and curiosity so characteristic of pre-school children. As a scientist, I am often asked about the kind of education needed in the lower grades for the development of potential scientists. Personally, I think there are wide latitudes provided we keep foremost the urgent need to preserve and develop the child's imagination and creative abilities. I believe that at this age the encouragement of self-expression by painting and drawing may be more important for the future scientist than memorizing the multiplication tables.

This, then, is the period in the life of a child for the development of the best recreational skills and we should avoid restricting the learning activities by unrealistic goals, rigid standards or outmoded practices and theories. Only the most fully trained and experienced teachers can take children with varying abilities and very different attitudes and backgrounds and, essentially through play-time activities, lay the foundations for a satisfying life as a useful member of society. Play-schools and kindergartens are necessary to help these beginners develop language, to explore the world of science and the arts, and to participate in democratic social living and learning. It is very doubtful if formal education at later stages can ever overcome the effects on body, mind and personality of incompetent teaching and inadequate facilities for recreation during the impressionable pre-school years.

It would be helpful if we knew when the more formal education of a child should commence. Since the school admission age varies not only from one country to another, but sometimes from one school district to another, this is surely an area





Some careful studies and experiments are sorely needed. Medical science tells us the human brain has about ten thousand million neurons. This means that to develop a brain fully one would have to activate five neurons every second for twenty-four hours every day for seventy years, - truly a formidable task. Nevertheless, there are parents who are concerned about the possibility of over-taxing the brains of their children. Fortunately, this appears unlikely as nature seems generally to have endowed with ample reserve brain capacity. The best example I can think of to support this contention is a distinguished physics professor at Harvard University. He is one of the most knowledgeable men I know in the difficult field of theoretical physics, yet he still seems to have enough reserve brain capacity to indulge in the hobby of memorizing road timetables. He can give from memory for almost any city on the North American continent the arrival and departure times of most railroads, including British Columbia's P.G.E. and possibly the Ontario Northern.

It would be tragic if the intellectual development of our youth were retarded by our failure to commence stimulating at the appropriate intensity and proper age the nerve cells in the brain when there is so much evidence to support the contention that young people could profit from a much more comprehensive educational program without over-taxing their mental and physical capacities. In fact, there is the unhappy probability that many persons live their complete life-span without ever using the full potential of the mental faculties with which they were endowed.

It appears that adults generally, and parents in particular, under-estimate the interests and capacities of children. They are usually too protective and too ready to assume lack of ability as a reason for failure. In too many cases it is the parents' or teacher's inability from the very beginning to motivate and challenge the boy or girl which is at the root of the trouble, not lack of intelligence or ability.

As we move to the elementary level the educational program becomes more formal and the pupils engage in more physically passive tasks. Beginning at this level, there is ordinarily less emphasis on recreation and games and more on tasks which are usually associated with the concept of work. Even at this age I believe that play - well organized and directed - is at least as important as work and, in any case, there should be no sharp line of demarcation between the two. Music, too, should be included in the elementary curriculum. The junior orchestra may not produce concert quality musicians but in many young people it has implanted and fostered a life-long enjoyment of good music. At the height of the classical civilization of Greece music was recognized as one of the three or four main components in education.

As in the case of pre-school education, the calibre of the instruction is most important for no educational program can be better than its teachers. It is regrettably true that teachers are better trained for the more formal and traditional academic parts of the curriculum than for the recreational side. This is a situation which clearly reflects the fact that much more time is allocated to the academic subjects than to sports in recreation.

In the Vancouver school system it has been estimated that only two percent of the total time spent in school is given over to physical education. It is encouraging to note that the School Board has recently adopted a policy which places greater emphasis on physical training, including inter-school and intra-mural sports. Although





is a step in the right direction and will about double the time devoted to physical activities, yet I still feel that any program which devotes only four percent of the in school to physical and recreational activities is woefully inadequate to meet present day requirements. In many areas in Canada today there is relatively less emphasis on inter-school sports than there was fifty years ago. Part of this is due to the fact that teachers are now less willing than formerly to devote time to extra-curricular and extra-mural activities and they no longer look upon coaching teams and visiting games as part of their responsibility. And part of this is also due to human selfishness: a game of bridge is much more important than coaching little ones! It is interesting to recall that the Greeks used physical training and athletics to teach courage and steadfastness and maintained that these qualities could be acquired in the agony of contest.

Because of the rapid increase in knowledge, it would not be desirable to decrease the time spent on the formal academic subjects in either the elementary or secondary schools. I am very conscious of this because it has been estimated that there is now one hundred times as much to know now as there was when I started school. By the year 2000 there will doubtless be one thousand times as much to learn. If then we do not provide time for more emphasis on recreational skills, it can only be done by increasing the length of the school day and the school year. This is already a difficulty and will become more so in the future. Except in cases where there are difficulties of transportation, the average child would profit by a much longer school day. The disciplined, organized and supervised activities on the school playgrounds, in gymnasiums, the library, and the classrooms will produce infinitely better results than the unsupervised and uncoordinated after-school activities in backyards or alleys. The schools are in the best position to take the lead in providing the facilities and the trained staff for an enriched and expanded academic and recreational program.

As we move from the elementary to the secondary school the pressure for more emphasis on academic studies increases and much less time is available for recreational activities. The seriousness of this neglect of just one element of recreational training - the physical - is illustrated by a recent study carried out by a research team headed by Dr. Glenn Kirchner, Chairman of the Physical Development Centre at Simon Fraser University. This team found that British Columbia's school children ranked lower than United States children of similar ages in physical fitness and that only one British Columbia school child in every one thousand was rated as being in excellent physical condition. It would be of interest to have similar studies carried out in other provinces and to have the research program broadened to include all forms of recreation so that comparisons could be obtained not merely for physical development but also for social and cultural leisure time activities. It would be interesting also to compare the standards in the United States with those in other countries as it may be that our U.S.A. reference standard is already low in comparison with world standards. As at the elementary level, it does not appear to be possible to provide an adequate recreational program in parallel with the academic curriculum without having a longer school day and school year. This should present no great difficulty; in fact it is of good economic sense to use the expensive school facilities more fully rather than let them stand idle. The arrangements for staffing the longer school periods would have to be worked out between the teachers and the school boards.





There is also the question of the adequacy of the present facilities for an added and more comprehensive recreational school program. For much of the work standard classrooms could serve. There are also in most schools auditoriums, libraries workshop rooms which are well suited for recreational work. Although some additional facilities would be required in most areas, the most serious shortage would probably be for the athletic program. There are many schools which do not have enough playing fields for outdoor sports or sufficient gymnasium floor space for indoor games. These deficiencies can be corrected, but apparently will be only when the value of education and the needs in their community have been more forcefully demonstrated to taxpayers.

The problem of school drop-outs is of major concern to all who are interested in education and who realize the urgent need to carry as many of our young people as possible in school as the limits of their ability will permit. They must do this if they are to escape becoming not only unemployed but unemployable. We worry about automation and unemployment but the real problem centres on the unemployables - the physically or mentally handicapped but those with inadequate basic education. The fundamental reasons for the distressing number of drop-outs are not known. Some contend that crowded classrooms and lack of personal attention by the teachers are the root of the problem; others claim that the curriculum is at fault because the subjects are given which are beyond their abilities or which fail to interest them. It seems obvious that a school program which included adequate opportunities and facilities for recreation would help to hold some of these students and thus reduce the number leaving school before they had reached their optimum level of education. In any case this is an aspect of recreation that should be studied and subjected to some careful evaluation.

Upon studying post-secondary educational establishments - vocational schools technical institutes - any recognizable recreational program seems to be almost nonexistent. This is particularly unfortunate. This group of students will benefit more than those in the business and professional schools from the extra leisure time provided by automation. However, they will need instruction and direction if they are to derive the maximum benefits from the long sought and hard won dividends of our technological age. We must teach them how to use their new leisure in wholesome and constructive ways. The increasingly higher standard of living, shortened work hours, longer vacations, earlier retirement and longer life-span all point to the vital importance of constructive use of leisure time. This means helping people to develop recreational interests, skills and activities which will enable them to use their free time in personally rewarding ways. It does not mean that everyone's use of leisure time should be planned or that regimentation of spare time should be contemplated.

In the universities there is a wide variety of recreational activity. Much of it is organized by the students themselves and this approach could be greatly strengthened and expanded by strengthening the school programs. Student recreational leaders should be developed in the schools who could be relied upon to help direct some of the activities in the universities and colleges. However, professional leadership will also be required and schools of education and junior colleges should take the lead in providing specialist training in all aspects of recreation. They will have to offer more specialized undergraduate courses as well as post-graduate work to ensure that an adequate supply of trained teachers and leaders will be available to meet an





growing need in the recreational field where even now we face severe problems both in the supply of teachers and in their quality.

Although some will disagree, I feel that athletics are largely neglected in some of our Canadian universities. This is certainly true if we compare our institutions of higher learning with those in the United States or even Great Britain. Few, if any, of our universities provide an adequate number of playing fields, sufficient stadium space or facilities for specialized sports like competitive swimming. Many of the best athletes from our school system go to universities and colleges in the United States to complete their education and, unfortunately, few of them ever return. I am personally in favour of providing an adequate system of athletic awards to match those offered by U.S. institutions and, whether we approve or not, athletic scholarships will soon become an integral part of Canadian University life. Simon Fraser University is already offering athletic scholarships. If a student wishes to combine university education and a high standard of athletic competence he can do it at S.F.U. However, scholarships, scholarships or other financial inducements alone will not ensure the retention in Canada of our outstanding athletes. We must also provide the very best professional coaching, adequate physical facilities and keen intercollegiate competition. These are matters that should be of serious concern for the Canada Fitness Council. Scholarship funds should be allocated to enable athletes who meet high standards in education and in competitive sports to attend Canadian Universities.

In fairness, I should say that in the United States there are regional "conferences" which provide intercollegiate competition within a reasonable geographic area. In Canada's predominantly "ribbon" development, smaller population and fewer athletic institutions do not at present lend themselves so readily or naturally to intercollegiate sports. But this situation is changing with time and the rate of change will no doubt accelerate.

The medical profession informs us that our bodies seem to be designed for physical work and that strenuous exercise should be a normal activity. The advent of the automobile has almost completely outmoded walking and cycling. As the opportunities for most other forms of outdoor exercise decrease with the rapid increase in urbanization, it becomes difficult to determine whether the most common ailment in modern society is over-eating or lack of exercise. Medical research has been able to wipe out three of the nation's worst diseases - malaria, tuberculosis and syphilis: it has not been able to find a substitute for physical exercise. Surely it would be preferable to ease the tensions of our feverish world with physical activity rather than with alcohol or tranquilizers. There is no doubt that the most acceptable and enjoyable form of exercise is organized sport and therefore every effort should be made to encourage all types of athletics and particularly outdoor games of all kinds. It could help greatly in the development and expansion of interest in athletics if we could retain our top athletes since our young people are prone to emulate our ablest performers. I am enthusiastic about these things because I believe that students who excel in athletics in their youth are more likely to grow up as healthy individuals and to take their place as leaders in their community and in the business world than those who spend their time in less competitive activities or before the TV tube. To excel in athletics is a stimulating experience which develops ambition and helps to build character and wholesome attitudes.





Possession of a high level of physical fitness contributes not only to improved bodily health and mental attitudes but also to the enhancement of academic achievement. This is borne out by the Shaker Heights Study which over a ten year period investigated the relationship between scholastic achievement and physical growth. Measurements were taken of children from grades 3 to 12. The study showed that boys with unsatisfactory growth patterns had academic grade point drop-offs ranging from 3 to 4 times those with satisfactory growth patterns. The conclusion was that scholastic achievement is directly associated with normal growth which in turn depends upon a reasonable amount of physical activity.

Omitting for present purposes the importance of an adequate diet, I think we can agree that so far as school-age children are concerned - from pre-school through to secondary - their growth and development depend largely upon a well-balanced recreational program directed by competent, well-trained teachers with specialized training in the various branches of recreation. Such a program will help to maintain and improve the pupil's physical and mental health and guide him in forming more satisfying relationships with other students and with adults. It will help to extend and deepen his understanding of the social and political world, develop his competence in communication and generally open windows on life through participation and competition in art, music, drama and indoor and outdoor games. Our ideas and assumptions about what is good education are changing, albeit slowly, to keep pace with the evolution in our system of values and what we consider to be the good life. I submit that these changes must include some re-orientation and re-emphasis on the role of recreation in education. It would appear that we should attach even greater importance to this than the role of education in recreation.

It is comparatively recently that we have begun to realize that education is not a process that begins in kindergarten and ends at high school or university, but continues throughout life. Recreation for adults, like adult education, presents some special difficulties which one does not encounter in quite the same form when dealing with the more formal school and college programs. With adults our concept of meaningful recreation must be broad enough not only to comprehend the new and major role of recreation in our society but to encompass those who have not previously been exposed to the benefits of recreational programs. There will be a need for sympathetic understanding of the forces and pressures which determine the values and pursuits of adults. There will be many difficulties to overcome and so far we have a limited amount of experience to guide us. Satisfactory solutions for the many problems will only be found if there are opportunities not merely for those working in university, government or voluntary recreational agencies, but also for interested citizens to participate in studies and research in this field.

It would be interesting to know what percentage of adults are dissatisfied with their jobs and find them boring and unsatisfying, tolerable only because of the weekend cheque at the end of the week. These are probably the same people who found their work at school frustrating and tedious to such a degree that they eventually became "drop-outs". Our society is simply not equipping itself fast enough to meet the needs and aspirations of these new consumers of leisure. The constraints and inequalities which have existed for many workers in the past are no longer acceptable and suitable recreational activities will have to be provided to fulfil their needs for entertainment and self-assertion during their abundant free time.





It would be helpful if at school some of the recreational skills were those which could be used throughout our lives. The ideal skill would be one which could be used by a person at all ages from the pre-school child to the octogenarian. On the physical side, there will necessarily be with increasing age some tapering off of the strenuous sports but this should not mean less overall physical activity but rather a change of emphasis from strength and endurance to skill and perseverance.

The greatest hope for an adequate recreational plan for adults lies in what is sometimes called "the lighted school-house" program. Rather than develop separate community facilities for adult recreational activities it would seem to be much more practical and economical to use the school buildings in the evening. Extending the hours of use for our elaborate school facilities, both for an extended school day and for evening programs for adults, would seem to make good sense. There would be some difficulties but these could be overcome by the design of the buildings in the first place and by ensuring adequate supervision during all periods when the buildings are in use. We should not have to worry about the buildings being worn out; this is not likely to happen before they become obsolete.

Although the teachers at the schools might be used to a limited extent for adult programs, I believe that, in most cases, it would be preferable to have leaders and instructors who were specially trained and could devote full time to adult programs.

In general, I believe the communities look to the universities to give leadership in recreation, not only in the training of suitable teachers for the schools, but also in the organization and direction of the work in the adult field. In view of the many other responsibilities, the universities are quite understandably reluctant to move into this field. However, if they do not accept this challenge they will be defaulting in their obligation to give support and leadership in all aspects of education, including recreation.

The universities have a role to play in developing new ideas in recreation. There must be great scope for improving the methods of instruction and the skill and performance in all phases of recreation. On the physical side medical science, combined with psychology and pedagogy, should be able to produce some new approaches which would improve the physical fitness of school children and adults alike without detracting from the enjoyment of the games and activities. In the schools we have a science curriculum, new mathematics, new methods of language instruction. What we most need is a new and expanded program of physical training and recreation. In these fields we can never abandon the fundamental concept of play if we hope to ensure the fullest possible participation in any program. In this highly complex age there is a greater need than ever before for people who are not only highly trained and skilled in special fields but who are also healthy, vigorous and competitively keen. Funds devoted to the improvement of the recreational pursuits and physical fitness of our nation will pay dividends in reduced medical costs for mental and physical health and will add to the enrichment of our social and cultural life. When there is a wider appreciation of the fact that what people have is not nearly so important as what they can be, then we shall better understand the importance of recreation and the role which education plays in ensuring the fullest development of all our leisure-activities whether they be cultural: art, music, ballet and drama, -- or physical:





s, fishing, swimming and skiing.

As educators, this is no time for complacency in our attitudes toward education. We may not have complete agreement upon the needs or the course to follow. We can do something immediately to improve the training of leaders and instructors. The fleet of small boats was being assembled to evacuate the British army stranded on the sands of Dunkirk no charts were available and the rescuers were advised to "head for the sound of the guns". This might be good advice for those who would forego the opportunities for meaningful recreation; just head for the areas where the ferment of ideas and challenges is most intense. One of the greatest challenges of our time is to find attractive, worthy and creative recreational activities for the abundant leisure time we have acquired. Unlike the past history of mankind, it is not work but leisure which will be the great problem in the decades ahead. It is ironic that freedom from the biblical curse of unending labour should be attained before we are prepared to use it constructively. It has been estimated that by the year 2000 it will be necessary for only ten percent of the population to be working; all will attend some form of school for at least twenty-five years; and everyone will retire by age thirty. We must all strive to accept this fantastic prospect not as a problem to be overcome but as a God-given opportunity to add new dimensions to our concept of good and gracious living. We must re-examine and remodel our educational policies for it is education more than anything else that we get sound notions of work, play and the deeper meaning of leisure.

In 1960 we were given a "Canadian Bill of Rights". Unhappily, this document does not include any clause equivalent to the 'pursuit of happiness' found in the American Declaration of Independence. Perhaps now is the time to add the pursuit of leisure as one of the freedoms guaranteed the Canadian people and to shift the basis in education from training for a livelihood to the Aristotelian view that 'the purpose of education is the wise use of leisure'. The responsibilities for developing new and expanded recreational programs do not belong to the schools, colleges and universities alone; they belong to the nation as a whole and must be shared and accepted by all Canadians.









MINISTER'S CONFERENCE ON RECREATION, ROYAL YORK HOTEL, TORONTO  
November 10-12, 1966

PANEL DISCUSSION on  
Dr. Gordon M. Shrum's Paper  
THE ROLE OF EDUCATION IN RECREATION

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Panel discussion following  
Dr. Gordon M. Shrum's address, November 12, 1966  
Minister's Conference on Recreation

Address of Mr. H.J.A. Brown

Madam Chairman:

I am going to preface my remarks with just a very brief story. This is the story of Zeek who was a senior citizen in a small town before you recreational people devised ways and means of keeping senior citizens fully occupied.

Zeek's occupation was to hang around the local barber shop or pool hall and capture anyone that he could to tell the story of the Johnstown flood in which he had been a participant. He passed to his reward, and when he went to heaven St. Peter asked him if there was anything he would especially like to do, anything he had been looking forward to when he had leisure time on his hands. He said he wasn't qualified to do very much, but there is one thing. He would like an opportunity to tell all the people there a little about the Johnstown flood. Peter said this could be arranged and that he would call the angels and the archangels together. "We will have the whole crowd assembled and you can tell them your story." So the day came and Zeek was delighted with the wonderful opportunity. He had the whole mob assembled before him. But just before he got up to speak Peter leaned over to him and said, "I just want to tell you Noah is in the audience."

We have many Noahs in our audience today. In his address Dr. Shrum pointed to areas in our educational system which, in his opinion, do not provide students with the skills or interest to pursue, in later years, a way of life enriched by participation in recreational activities. I am in full accord with his concern.

I feel we are missing in our present school curriculum opportunities to develop in the very young the interest and skills, and enthusiasm for active participation. Where can we place the responsibility for this lack in our educational system? Academic success is of such paramount importance these days that no educator is prepared to take away the time allotted to maths and science and turn it over to physical education, the pursuit of a foreign language or even just fun.

Compulsory participation in active sports seems to be a prerogative of the private schools in our country. I wonder why we can't apply more compulsory athletic participation in our public and secondary schools. I also concur with Dr. Shrum that the school year should be extended.

Another weakness in our educational system, in the elementary schools particularly, is that we expect too much from our teachers. After 20 or 25 years in the classroom, how zippy would you feel if you





had to take a class out for participation in active physical education or games. I feel we must encourage school boards to employ in each school young enthusiastic teachers who will take the physical education classes, and who will be responsible for stimulating and exciting pupils to the joys of participation and team activities.

This leads to my next point. Dr. Shrum mentioned the lack of full utilization of school facilities. I couldn't agree with him more. These facilities are idle a great deal of the time. However I don't feel we shall reach the optimum use of school facilities until public recreation is placed under the jurisdiction of the boards of education. There is a real concern on the part of school boards that recreational groups now using their schools will not exert sufficient discipline over the youth participating to protect the school facilities. I think this can only be overcome by school boards employing the recreational directors and making them part of the school staff serving the community in which the school is located.

This is done in a number of cities in the United States. One particularly notable is Flint, Michigan, and Dr. Morgan here has had first-hand experience with its success. It would also provide, through elected trustees, an economy in budgeting recreational activities which you do not enjoy at the present time. It might also offer some of you recreation directors incomes comparable to your similarly qualified colleagues in the teaching profession.

Adult education and recreation are so interwoven these days that it is difficult to separate them. Under one board this would not be a conflict of jurisdictional responsibilities or overlapping of effort. Public libraries should come under the same jurisdiction.

The many social and cultural aspects of our society to which we are at the present time giving little attention could be stimulated and encouraged if our educators assumed a greater responsibility for their value in modern society. This is a key point that I see right throughout this whole conference; we in education have not recognized or faced up to our responsibilities in the field of total individual development.

The main limitation on most of us is money. We are going to need vast sums of public money for education in the years ahead and this money can come only from you and from me. You and I are going to have to sacrifice material comforts and luxuries in order to pay the increased taxation load. The only way that this sacrifice can be compensated for is to provide people with recreational, social and cultural activities and an enriched way of life, which will be far more satisfying than the outboard motor, or the colour TV set.



Address of Dr. Alan Thomas

Ladies and gentlemen:

I, myself, am more anxious to fight with my fellow panelists than Dr. Shrum.

Let me just borrow from Dr. Shrum's compelling metaphor by saying that I had hoped that when I came to this conference, I was steering "for the sound of the guns". I am still hoping.

It seems to me that Dr. Shrum paid you two tributes, performed two services for you this afternoon. One is that he took recreation seriously, in the same light as Dr. Seeley magnificantly took it seriously yesterday. It seems to me he took it seriously in a way that few recreationists do and few other people do. One can't spend much time amongst people working for or in recreation without having conveyed a deplorable self-image of the way in which you feel about yourselves, and about the potential of what it is you are doing.

Secondly the other thing he pointed out, it seemed to me, was that leisure is not a total prerogative of recreation, that it is a problem which effects many areas of society. It is not a kind of unknown continent to be colonized and staked out as the field of recreation alone. I rather wish the paper had been a little more consistent in its use of definitions of work and leisure, since that seems to be one of our great troubles. We are not going to get solutions to the kind of problems we face until we use our language a little more precisely.

It seems to me, throughout the conference, there have been two themes. One of them has been the theme, presented by Dr. Seeley, and again by Dr. Shrum, that the problem of leisure, the issue of leisure means that we must conduct our affairs in both education and recreation rather differently than we have in the past. The other theme that has run through the conference has been the theme of "more". Let's have more of whatever in recreation we are doing now. This may be partly embodied in the wish for the status-giving appearance of a deputy minister, or a minister, or a ministry of education in recreation.

Let me just suggest to you that you don't solve problems by institutionalizing them. I would be concerned that the institutionalization would take place before we had really considered what the issues are, what kind of new attitude to leisure, recreation and education is implied by the kinds of presentations we have had in the last couple of days consistently.

Finally I would like to conclude by simply saying that I am not sure that while the skills of recreation may be taught in schools in which attendance is compulsory, I am not very sure that much is done





for the concept of leisure which it seems to me is what essentially we are working at in the sense of its being an attitude to the kinds of things that people do rather than any specific kind of behaviour.

Address of Mr. Lloyd Dennis

I would like to begin by telling Dr. Shrum that I was quite impressed by his paper. I hasten to assure him that I found so many points of difference that I have had a little trouble deciding which one I will speak to in this brief moment.

Let me react quickly to his deploring the idea that there is a decreasing activity in inter-school competition, etc. He explains this failure by saying that teachers of today are less willing to contribute their time after school and that the parents likely are lazier than they were. I would say that this is nonsense. In the first place the teachers are spending more time than they have ever spent before after school hours at whatever aimless projects we might invent for them. I would say too that if there is a decrease in inter school sports and the rather barbaric activity of competition, then this is all to the good, philosophically, for our culture.

I deplore the idea that parents are well engaged if they trot off every Saturday morning with a reluctant five-year-old overloaded with a \$100 worth of hockey equipment on their way to this barbaric exercise in the local arena. They might be better off playing bridge in the school. It was built for them as well as for the kids.

I also take issue with the statement that the school day should be longer since we have more to do. This is to suggest that this eminent educator has the archaic idea that what we are now doing in the schools has been good, and is good. Perhaps if we stop pulling the hoax over you in education, as we have for a long time, with regard to the school day, became more efficient in what we do, cut back on the length of time, and allowed you to enter the school area in the day, and allowed the child to go out and play in the alley earlier, we'd do better for the child than for the public that built his school.

To close, it appears to me that Dr. Shrum is about to organize every moment of the child's waking hour. I'm about to disorganize as many of those hours as possible. The other 37 points I hope come out in the argument.

Address of Mr. Wendell Brewster

Thank you Madam Chairman;

I would like to start off by explaining myself to a degree. Some of you may be becoming rather concerned over the fact that,

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regardless of the level and obvious competence of the various panels that you've been exposed to throughout this conference, that there always appears to be a recreation director among them. My colleagues in the field might even be amazed because they, of course, recognize that I am ordinarily most reticent in expressing personal opinions. To begin with, I would also like to preface my remarks with two points. First, I have the assurance of our Chairman that what we say initially is not going to be our last word. Secondly, from the very high calibre of the directors that you have heard so far, and I am sure you support me in this point, I don't want you to get the impression that they are purely intellectual. Or that they, as might possibly have been indicated this morning, are prepared to take over the whole education field. We can be, believe it or not, reasonably practical.

To be reasonably practical I would like to suggest that we bring something back into focus here as we talk about education and recreation. It is this: the Minister of Education has seen fit, and we believe rightly so, to convene a conference on recreation. This is significant. The fact that this division of the Department of Education has as its primary responsibility the support and encouragement of municipal recreation is significant. The fact that it is the same Department of Education that certifies qualified recreation practitioners is significant. These are all facts worth considering as we discuss this matter of the role of education in recreation.

There may be many people who, if they give any thought to it whatever, believe it to be a matter of chance that this responsibility was assumed by the same Department of Education. Others I am quite sure have wondered why this relationship was established. I sincerely hope that aspects of this conference, and of the views that you have expressed and will have expressed this afternoon, will lend credence to this relationship and I say this in spite of my friend John Farina's comments this morning.

In the light of many predictions and observations made throughout this conference, and I would hope at this afternoon's session in particular, I can't help but wonder if there should not be some kind of legislative action taken to have this properly underlined provincial responsibility reflected at the municipal level and not leave it entirely to chance to have more complete coordination and cooperation taking place. Believe me, ladies and gentlemen, to date that has been a matter of chance and a matter of personalities. Now where this is appropriate it should be added so that we can all more effectively function in establishing the role of education in recreation, not just at the national or provincial level, but at all levels.





Address of Dr. John Morgan

Ladies and gentlemen:

Dr. Shrum's paper has had quite an influence on my life for the last couple of weeks. I read it very carefully and made many notes and then coming here this afternoon I started out with a blank piece of paper and as he talked I made notes myself and so I simply present this as one person's reaction to the considered statements of a man who has spent a great deal of time on the preparation of a paper.

Here are some of my reactions. Leisure is not the problem. Work will remain the main problem, for man was made an evolution by work. Anthropology agrees on this; anthropology also sees the meaning of leisure, of play in leisure differently than in terms of free time.

Our problem is just not to plan for the pleasurable use of vastly expanded leisure time, as people commonly understand the meaning of leisure time, but rather for an eventually greatly increased work variety, non-pleasurable as well as pleasurable, a work variety placed on social as well as individual interests and skills and needs.

The universe is infinite. Human capacities are infinite. How do you develop them? Not through aiming at happiness. You cannot get happiness by aiming directly at it. Happiness is a by-product of doing what is necessary, or what at least pulls us -- even pulls us threateningly -- to space exploration, medical experimentation and so on. This kind of pull, often non-pleasurable, has evolutionary meaning.

The aim of life therefore is not happiness but meaning. And meaning cannot be achieved adequately by thinking of leisure as freedom from work. A rhythm is necessary in life -- thought and action, rest and bodily exercise, deliberate calculation and spontaneity, work and play in the old sense of these terms.

But in a changing world even recreation patterns must change. Cooperative games are more important in a computerized, corporative or collectivist civilization than old-fashion competitive games. For in games we reflect and predict social truth. Schools are absolutely essential in making this mass shift from our earlier understanding of the meaning of games to the understanding of the meaning of games fit for a computerized, industrial civilization. The non-economic and non-recreational leisure-time work, about which I am speaking, should shift up to being of equal importance, or even more important, than economic work by which you make your money.

I cannot think of man as a consumer of leisure, and this term appeared several times in several papers, for to think of man as a consumer of leisure can lead us to a wild leisure marketing program producing great distress. Speaking of marketing, alcohol is already



Toronto's favourite, quick leisure-time experience.

The universe is real, work is real, that which has been and still is at times a curse is also our great friend. Therefore, let the automatic factory and all the rest of it free us for more work, more fascinating kinds than we have known before. For man was made by work, and play is an extension and reflection of this. The schools' job in the next 50 years is fantastic.

#### Discussion

Mr. Lloyd Dennis

I hadn't thought of making a comment until Dr. Morgan began by saying that he wrote these notes off the cuff. Having heard him, I wish I could write so well on my shirt cuffs. My first reaction is that he is about as philosophical as Dr. Shrum, and even more nebulous.

He closed by saying "the job is fantastic". I would now like to define the "fantastic" exercises that we see as the educator's role. What are we really talking about? Should we go for compulsory fun, for compulsory recreation? Are you going to legislate this kind of inspiration?

I would also take exception, Dr. Brown, to your statement that we still seem to have a "puritanical" approach to the idea that man is here to work. I would hope that one day I would find less time to work and more time to have aimless fun or recreation, or whatever you want to call it.

I am willing to accept the fact that school is not a punitive experience, or shouldn't be. Those benchwarmers that you mentioned, Dr. Shrum, you didn't get around to pointing out one of the reasons why they are interfering with the school program by being there as unwilling guests is because the school program isn't adequate to their needs in the first place. I hope we don't deplore their presence too long, and that one day we will get down to finding out why they are only warming the bench.

Dr. Alan Thomas

I would like to pick up on a couple of things. I must confess that I think that compulsory sport in school might produce a lot of good compulsory sport, but it sure would be a travesty of leisure. It seems to me again that, even if you slip and slide as we do around the word work, then what we are really talking about is directed effort. We are really trying to distinguish between the work that people have





to do in order to make enough money to live (which means they can't chose what they want to do, but do it for an extrinsic reward), and the effort expended which is essentially an intrinsic reward -- the effort itself is enjoyable. We are as a society gradually separating work from income for specific groups -- students on one hand, the elderly on the other, and other groups in the society.

We are gradually shifting the payment of enough money to live from the demands of work. What this means is a much greater freedom to chose what you'll do, but it doesn't mean that you don't expend effort on it. It doesn't mean that you don't labour, if you like, that is commit yourself thoroughly with great energy and time to it. If we could get this simple point accepted, it seems to me that we might then be able to go on more effectively in discussions so that we would all be talking about the same things. If it is true that the meaning of leisure is that people are going to face the terrifying freedom of choosing how to expend their effort over a hundred or a thousand things they might do, all equally good and virtuous, then it seems to me we simply have to rule out compulsion. We have to admit that whatever compulsory schools, compulsory education, and compulsory sports may teach, they aren't going to teach anything about leisure. It is a denial by definition of what leisure in fact is. My own view is that what we have to do is win people's participation, win the direction of their energy. Persuade it if you like, but not compel it.

Mr. H.J.A. Brown

I am sure that Dr. Thomas is misinterpreting some of the aspects of compulsion which I feel are necessary in a school system. I am thinking of a school system of 1500 students in which you may have 100 actively participating in some of the organized sports which now exist in the schools, and the other 1400 are supposedly spectators but are doing nothing. I feel that it is the school's responsibility to expose children to various types of atheltics. If we have to expose them by compulsion, that's the way we should do it.

Mr. Lloyd Dennis

Dr. Shrum said (I think he got it from Tom Brown's School Days) that the idea of excelling in anything is stimulating. I will accept that. The experience of excelling develops ambition, helps to build character and wholesome attitudes. Now are you going to compel these children to have such an experience? Some of these kids have no earthly use for sport at all, but they'd like to be good at chess. But would you compel them to play ball rather than follow a pursuit that is close to their heart?



Mr. H.J.A. Brown

I would expose them to it. I would compel them to be exposed to it. I wouldn't compel them to continue in it, but I do think that, unless they are forced into being given an exposure to some of these, they will never realize the benefit or the satisfaction that they might derive from them.

Dr. Alan Thomas

I'll accept that, of course, if you accept the premise that the right way to educate is to have 1500 kids in a single school in a relatively limited and isolated environment.

It seems to me that what Dr. Shrum is indicating in his paper is that leisure does in fact affect both education and recreation, and both of them have got to change. Perhaps we are just talking about the wrong kind of educational system for the kind of future we face.

Let me get another lick in before I lose control of this machine. I am not convinced that recreation ought to come under the direction of the school board any more than I am utterly convinced that it ought to be under municipal councils. I'm not convinced, particularly from the point of view of adults, that simplicity necessarily breeds greater freedom and greater variety and greater efficiency in a community. I think that one of the blindnesses of educators and recreationists alike and we had a magnificent demonstration of it this morning in the discussion group. One of the blindnesses is that we have the feeling that we're the only people engaged in it in the community.

We had a man in our discussion group this morning who told us how much he spent every week or month on recreation. When he listed the things he spent money on he didn't mention one bit of public recreation. Every item was a private service, sold for profit, and which he bought as someone wanting to purchase recreational facilities.

An enormous part of recreation and leisure to which presumably we are intellectually, if not administratively committed, is in the private sector. This is true for education as well. As soon as you emerge from the one big union of the public school, as soon as you emerge into the area of adult life, of adult education, and adult recreation, you have to accept the fact that there is an enormous variety of public and private, commercial and non-commercial agencies engaged in it. Our job surely then is to make the best sense we can out of the quality of opportunity that both public and private agencies provide, not to pretend they aren't there.





Mr. Wendell Brewster

I am not going to take exception to the latter part of Dr. Thomas' comments. But he mentioned that the patterns for both education and recreation can change. Could we not start off by assuming it is proper that the whole process of education should be an enjoyable experience? This is an ideal I suspect, but if it is so, then is it not also true that we can't tolerate the present pressures that exist? Pressures on students created by the public emphasis placed on the need for more and more education for everyone to "succeed in life". I don't believe it is a calculated intent, any more than I believe that specific educational credits are essential requirements for success in life. It is probably perfectly true that most of us recognize the need to produce a citizenry with a much higher level of general knowledge, and certainly many more highly skilled specialists. But surely this cannot be achieved by means of pressure, real or imaginary.

Dr. Alan Thomas

I would agree completely with this, and argue that one of the reasons why we are doing this is that we are trying to do it all in the first 15 years of life. If we would really accept the notion of adult education and recreation, we would realize that we don't have to cram everything in before the kids are 16, 18 or 19.

Mr. Wendell Brewster

I would agree on that point but I suggest that a great deal of current curriculum in our schools carries so much waste material that we can still introduce this kind of philosophy and this kind of perception without interfering with the ultimate educational achievement.

Mr. Lloyd Dennis

I am interested in the fact that of the 20,000 or so words that have been spoken here this afternoon perhaps 80% have been concerned with physical education or physical recreation. What about the host of others? We began with the suggestion that we should give scholarships and turn Canada into a massive football team. Why didn't Dr. Shrum go on to say he supports scholarships for love and honesty and science?

Dr. John Morgan

I have been writing some more notes while you gentlemen talked. I think what triggered part of this was the statement that the public



school, or whatever schools, have a "fantastic job" to do. I meant that obviously we are revolutionizing our culture generation by generation and, therefore, you cannot arrive at the philosophy of education and sets of practices applicable from our generation into the next generation. You have to keep on revolutionizing the thing. This is easy to do in terms of subject content. That is why the curriculum of elementary schools looks so incredibly subject-centered. It is strange because, from all I know of the psychology of human development, the child's work is play. This is how he tests his world. This is how he tinkers with the adult world, works out its confusions in terms of interesting fantasies and some fantasies not so interesting.

Learning is changing so massively and rapidly that a person with a 10-year-old master's degree can't even stand up in the classroom and make an intelligent remark in mathematics, to take a field. With this kind of constant and eternal revolution going on in the fields of subject matter, I don't see how we can keep on sensibly approaching public schools for little children in terms of a subject-centered curriculum. Ultimately one has to start structuring a public school program in terms of play, in terms of mood, in terms of the activities that help children become creative, help to encourage imagination, that help in the experience of sharing. When to get to subject matter, if we don't learn to share this stuff with each other, we are going to keep on splitting into sets of specializations where men can't even talk together because of using totally different languages.

That is all I meant by the "fantastic job to do". This is why when my kids bring homereport cards on English, history, mathematics and so on, the grades are meaningless to me. I know from my own brief life-experience that, ten years from now, the subjects they are studying will be so revolutionized these present grades are meaningless.

Mr. Wendell Brewster

Here in Ontario we appear to be realizing a new and more satisfactory working relationship between education authorities and recreation authorities, at the community level. At least we can see more liberal policies regarding the use of school facilities for other than classroom purposes.

The pressure of the smaller and smaller municipal dollar and lack of facilities, and conceivably lack of support both provincially and federally, may be bringing this about. And I submit that it is not through any truer perception on the part of the educator of an acceptable philosophy.

One writer on the subject, admitted he was primarily speaking about adult education, implied that ideally there is not too much





difference between recreation and many areas of education. Should not much of education be recreational, in the sense that the participant has a chance for creative expression, for the development of powers and to experience pleasure and satisfaction? Recreation I think should be educational in that it probably provides for the enjoyment of self-improvement. If a true awareness of this bond or likeness should exist, surely this is a major reason for opening our schools to more complete community participation. Some headway is being made in the involvement of recreation and park authorities in the planning and construction of school facilities for more complete community involvement. This is happening rather slowly and almost reluctantly, but it is happening.

Hardly evident at all is joint planning in respect of leadership and program content. I am not sure how this is going to be achieved, but I am sure it must come from some kind of community action.

If I could take the liberty of reading a letter that appeared in the local press. It is from a student and I think you might find it interesting.

In Tuesday's issue you reported on the general unemployment trend of school dropouts in your city. It is, of course, a recognized problem and one which should certainly be dealt with. However, sir I feel compelled to ask you if you consider education to be the answer to such a serious and potentially dangerous situation?

I myself left school this year after having to attend summer classes. I have not completed high school but felt sure that with extra effort I could manage and I could find a place for myself. On attempting to enter the working world I sensed a trend in which employers seemed to seek employees with more than adequate education.

Now I, of course, may be blinded by bitterness, and quite possibly, the problem is within myself. Business heads with little more than public school training are now in a position to command high school or university graduates. Parents and teachers are driving their youth to school with threats of unemployment and failure. The training, of course, enables the student to be of use to the world but is this the essence of life?

Mankind seems to be initiating his own mechanical computers in an effort to compete with them. Perhaps to some this way of life is compatible. What is there for those students who can't see the reasoning or feel the justice of this cause? Is it our duty to support and uphold what the dropouts and others consider futile? If so, I dread the demands, that we the younger generation must make of our own children.



Though it may be exaggerated this letter does sum up the attitude of many of our students who have not gone on and who do feel either that the education system was lacking in efficiency to equip them for this new generation. I believe it is up to us in this context to find the answer.

Dr. John Morgan

Just two points. First, I would like to refer to the brief experience I was fortunate enough to have in the community schools program in Flint, Michigan, where they were fortunate in interesting a man who, I suppose, is one of the wealthiest men in the world, in funding the concept of the lighted school, the concept of a community school.

It is used for education from very early years in life clear on through to the later years. They are by no means in a situation of Utopia. There are many, many problems, but I should think surely as the days and months and years go by we will find some way more fully to utilize the enormous investment in buildings and facilities that we have in Ontario and begin to extend our understanding of educational responsibility beyond the elementary high school, technical school, junior college and university levels.

Lastly, and I want to say this as gently and as affectionately as I can. Before I became a Canadian citizen I lived in the United States. I had been a citizen there for the first 39 years of my life. I went to three universities in that country. I do hope, as one of the things I enjoy in Canada, there is a difference, at times an important and subtle difference, in the approach to values and to people. I do hope our universities and colleges here, with all due respect to the brilliant writer of this paper, I do hope that we do not get involved in the semi-professional approach to college athletics which has become in many respects a curse south of the border.

I know why much of it is done down there. It is a regular gold mine for alumni pledging to the university. You can get a great deal of interest, south of the border, in contributing to the college if it has a tradition of winning teams and the grads can come back and roar themselves hoarse as the ball is forced over the goal line and all of that. It is a massive spectator sport.

It does something to the boys who play it. I have many friends who have told me frankly about the incredibly competitive spirit within the structure because of the enormous meaning it has in that civilization now. The mutual attempt to cut each other's throat on the playing field, attempts to deliberately injure men because if you can advance on the team it means something in terms of your economic future. I wish I had some college comrades of mine down through the years to tell you the inside story. I would hope that people who enjoy





competitive sports, the great mass spectator sports, can keep it on the city level. Have your professional teams, have provincial teams if you want them, even have confederation teams, one from Quebec and one from the rest.

The implication is that this kind of semi-professional approach to college competitive athletics will come in Canada. I will fight it. I don't believe in it. I don't want it.

Dr. Alan Thomas

I would like to say two things. Some of you may know the story of the clergyman who kept a live lion and a live lamb caged in front of his church. When asked how effective it was in conveying the message he said, "Well it is pretty effective but, of course, I have to renew the lamb frequently."

We are dealing here with two major institutions, it seems to me -- education and recreation. Your perceptions will determine, for you, which one you want to see in which role. It seems to me there are problems of status, there are problems of legitimacy, there are problems of self-regard, all of which, in the long run, have to be based on competence -- relevant competence.

I would think it is perfectly apparent throughout all the discussion that the two are not distinguishable in many activities. When I look at the curriculum of an evening school or night class, over half of it, I can't tell whether it is adult education or recreation. What is more, I don't care because I cannot tell what the student is there for either. I don't know if the man in a non-credit mathematics class or the man in a class in pottery is there because it's recreation or whether it is some kind of labour for him. Frankly I am not interested.

It seems to me we are talking about the provision of effective services, of the establishing of values in a great many activities which this society has not rewarded in the past. We are talking about the shift of the value of these activities -- whether they earn a living, that it is an extrinsic reward or not. This is really the job we have to do and rather it seems to me, than worry about recreation and education as now constituted, and how they are going to get along with each other.

What we really have to ask is: do the new problems and the new demands and the new functions mean that we have to create a new institution to do the job rather than try to make the best that we can out of two old ones? This it seems to me that what we really have in common is a concern for leisure and learning, that what we want is a social means of accomplishing the enormous opportunities that these



two things provide for us.

Mr. Lloyd Dennis

I would yield to the previous two because I support the same theory. I would like to add that I hope out of this conference will come a new dimension in the investigation of the problem of time and leisure and how the time is used for that leisure by perhaps the Minister of Education having promoted this conference promoting a further kind of council involving the membership of this group and the membership including the educationist to find the way to take the word "school" off the building and call it something else entirely and allow it to be used for a much wider purpose than it is now being used.

#### Questions Contributed by the Audience

Mr. L. Del Villano - Timmins

Only one of the speakers in the last two days just touched on this. I just wonder won't it be better to spend money in teaching people what we call recreation. Everyone seems to be insisting that recreation includes everything. In Timmins we used to call it the Timmins' community activities committee and I think it's leisure-time activities that we are talking about and not recreation in many people's minds. I think it is cheaper to teach people activities in their spare time than supporting them in jail, and nobody has touched on this except one speaker who said recreation should involve penal institutions too! What comments have the panel members?

Dr. Alan Thomas

One can only say yes indeed! I would have thought that the burden of the issue was that what we are really concerned about is learning. Whether the learning takes place under the guise of recreation or education, I don't much care, as long as it is competently done and as long as there is a maximum range of opportunities for people to learn what they want, and need, and wish to learn. I don't mind under what rubric it is in fact being done. It seems to me that that is exactly the kind of issue we are facing at the moment.

Mr. Lloyd Dennis

As I see it this is a punitive kind of society. Since the day of the pioneers, we have felt that to live is to struggle, and any suggestion that we might enjoy the struggle, or even bring in





some enjoyment, is deplored by the traditionalists. Maybe this is why it hasn't crept into the prisons, a word which incidentally sometimes is synonymous with the word school.

Mr. J. Montiel - Listowel

There has been a lot of talk this afternoon about the educational curricula being dull. First of all, I would like to suggest that it is not the curricula that is dull, it is some of the teachers. We also have some dull recreators. I think a good teacher can make education recreational. I would like to ask the panel why education and recreation cannot be synonymous. Why can education not be recreational? Why can recreation not be educational?

Dr. John Morgan

Years ago I started out to be a teacher. The thing that intrigues me is that we've been asking the same question now for several decades. If you will forgive the corny expression, "master teachers" have always known how to work with kids, and how to make learning an exciting experience. The thing that always seems to clobber it is the limit of the willingness of the community to pay the bill necessary to get the needed people and facilities. This kind of teaching is expensive, not only in terms of plant and apparatus and so on, but also in terms of upgrading the whole meaning of what a teacher is, and what a community attitude ought to be toward the teacher. This last includes a great deal more than income. I don't think it is a mystery as to what to do with kids I think we've known for a long, long time. But you talk to the people who work on school boards and they will tell you they have begun to hit the most mountainous obstacles to implementing this understanding. In some respects I think we were further ahead on this in 1935 than we are after all these years in 1966.

Dr. Alan Thomas

Dr. Morgan started off on the road to Olympus and fell amongst clergymen.

It seems to me that if you mean that education can in fact be re-creative, that is one thing. But if you mean that what goes on for the most part in schools, then I think it is up against other problems. One problem is that it's compulsory. This is an issue which does becloud, at least with the children. It's perfectly evident when you work with adults, in terms of whether you are working on credit programs in which the reward is extrinsic, that it is a degree somewhere, or whether you are working with them in classes which have no extrinsic reward to them, but to which they come because they want the experience of being in that class and in taking that activity. Under those cir-



cumstances the two are so magnificently meshed, they run so much hand in hand that the answer to your question is clear. There is no reason why they can't be but, in terms of other apparatus or impedimenta in what we now call a formal educational system, you have some kind of perplexing problems it seems to me.

Mother St. Michael

I would like heartily to endorse a suggestion that there should be another conference that deals or studies or takes us further along with time, work and leisure. In the meantime, Dr. Thomas, I am wondering if your Canadian Association of Adult Education had already collected, or has available, any studies in this area that perhaps we might borrow.

Dr. Alan Thomas

I am not sure that another conference of this kind would be the most helpful at the moment. I think rather there should be some fairly carefully planned relatively smaller discussions between at least the three interests that are here, and perhaps a good many more. I wonder, for example, how many of the people who have commercial interests in leisure are in the room, and if we don't have some things to learn from them. And there are other interests that are not here, but ought to be included in some fairly carefully planned but manageable discussions which can go more deeply into the issue.

Secondly, the answer is yes we have a few and we'd be glad to make them available.

Mr. G.G. Brigden - Forest Hill Village

I have been in a continuous process of learning in the last 65 years. Latterly I switched to the learning of crafts, and today I have again heard this word "creative". This is what they tell you to do in crafts. I wondered if any of the panel could tell me how you become creative. I have been trying to find out from an artistic standpoint in the crafts, and I'd like to know if any of the panel know about this, and if they could tell me.

Mr. Wendell Brewster

I suggest that in hand craft classes provided they are not regimented, or the students expected to follow patterns and procedures that others have created, but rather using their knowledge and developing the skills themselves that they are immediately involved from the





beginning in a creative process. This, in itself, is the essence; not that you achieve something that will be recognized necessarily, even by your peers, as eminently creative, but that you yourself have felt the creative impulse.

Mr. Lloyd Dennis

May I suggest to the speaker that, had education done its job as early as it said it was doing, in terms of creativity you would have had a 40-year head-start on your instructor by now, at least. We seem to educate according to a preconceived plan of that which is good. Those of us who take part in this machine, and seem about to create a new idea, are sometimes found unacceptable because it would destroy the status quo and that which is already preconceived as well and good.

Dr. John Morgan

One more possible definition. I think the essence of creativity is to be troublesome and refuse to quit, no matter what they say.

Mrs. J.A. Burkholder - Etobicoke

I find myself in much the same position, and thinking along much the same lines, as I did about two years ago when I attended an O.R.A. conference at the Skyline Hotel.

The topic throughout that conference was education and recreation or something along those lines. It seemed to me that most of the educators who were there were busy taking the strips off boards of education because they didn't permit as much use of the school buildings as they wished they would. I asked a question then which I will ask now.

If you are interested in seeing school buildings planned for more complete use by the whole community, the lighted school house, if you are interested in seeing what facilities are being used in present communities, why have you not included policy-makers on panels and on the invitation list for this conference? I see few of those policy-makers whom Dr. Morgan has recognized as school boards here in the audience. We are very, very much in the minority. If you want to talk to us about cooperation, coordination and planning why don't you invite us in to your house so that we may do so?



Mr. G.C. Hutchinson - North York

Madam Chairman, I have what is basically an academic question to direct chiefly to Mr. Dennis. I think everyone in this room has to some degree been through a complete educational system in which it was compulsory for us to take certain subjects. Any one of us could probably say, "I haven't looked at a logarithm table since I took it in trig, ten, fifteen, twenty years ago. I've never bisected another angle since I took it in geometry. I have never had to worry about underlining verbs, adverbs or adjectives."

Now basically it still exists and in education there are compulsory subjects. The students are brushed off if they ask why they have to take it. They're told because you may need this when you go out to earn a living. I find it difficult to understand why in essence you seem to deny your own philosophy, as an educator, by reacting to the suggestion that Mr. Brown made that it is so horrible that recreation skills might also be compulsory. I don't think any of us regret the education that we got. I think that every student today could benefit from a broad recreation experience because we know they don't need them to earn a living, they just need them in order to live.

Mr. Lloyd Dennis

I agree with you as long as we are talking about the same thing. I took from Mr. Brown's remarks that he would compel physical education and participation in competitive organized sport. I didn't notice in his comment the inclusion of recreational pursuits other than the physical education. I only deplored the exercise of compulsion in terms of an area in which the child has no interest or competence. The very experience itself might be more destructive to him than we care to admit.

It was clarified that perhaps only "exposure" would be compulsory. This is a little less damaging, but I don't like the idea of waving the banner over the competent athletic student at the expense of those who are less competent, even less interested. By the way I remember that, as a teacher, I was more prone to say, if you are bad today you'll get two math periods, but I would take away your phys. ed period. There seems to be something horrible about things like arithmetic, and something delicious about things like phys. ed. So even then physical education wasn't coming off so well.

Unidentified Member of the Audience

I think Mrs. Durkholder has placed her finger on a very significant point: in this relationship of education and recreation it is important to get the school trustees to recognize their role as well.





In the municipalities where conflicts have existed between the two groups, I think it has been a question of not taking the time to come together to discuss their philosophies and programs. Now in the years ahead, with conferences such as this, I think we can mesh the two relationships, as Dr. Thomas said. Perhaps we need a department of human resources or something. Let's get away from education, recreation and the titles that restrict our thinking. Let's get into something that can develop the society in which we live.

We're involved in educational changes, as Dr. Morgan mentions, that are almost beyond our control financially. We are in a serious situation. This must not be overlooked at any point in our deliberations here. Financially this province, the municipalities, are in an extremely serious situation. We have got to try to work within an immediate framework of financial limitation to achieve something that's good. We have the resources in the community to do more than we have been doing. I think it's inherent in conferences such as this that we go back to our municipalities to try to bring the groups into existence now who can do something about it without having to wait for 5 or 10 years to create a new organization.

Mr. M.P. Parent - Ottawa

One thing that I did want to bring out. Ottawa being a model city, we do cooperate very closely with the department of education in construction of schools, and in school programs. We operate their rinks for them, they even rent us some ground for which we pay \$1 a year and on which we build a school and so on. So there is no problem in that respect. I can see from the discussions that took place here and yesterday, there seems to be lack of cooperation in other centres. However, I feel that if there were, let us say, an independent commission under the department of education to oversee, to set out a program for the different municipalities, there would be a lot more cooperation.

Mr. G.A. Cummings - Ottawa

Even if there were this cooperation that you speak of, and are attempting to promote, we would still have to recognize that municipal recreation in Ontario probably only serves 10% of our adult population. Even combining recreation activities with the school people you would probably only get 20% of the adult population associating with either of your efforts. I am more concerned about the 80% who have a phobia or reluctance to associate with governmental agencies, be they schools or municipal recreation. What kind of service do you see either of your agencies providing for this other 80% who would not involve themselves in direct recreation programs?



Mr. Wendell Brewster

I am not attempting to suggest that I have an answer. I would like to suggest that we take another look at this role of government and education. Is there a misconception of the role of municipal recreation and the role of the municipal government on this whole area of leisure? This role is not just that of producing programs, whether working with the education authority or through their own resources. The role extends throughout the community. As the Minister and another speaker has said, if this is not true, it certainly should be. This role should be extended to the degree that municipal authorities, through which the department of recreation acts, are concerned to enable, assist, advise, counsel, collaborate, and cooperate, not with a "we-can-tell-you-what-to-do" attitude but more like "we want you to tell us how we can be more effective".

Mr. G.A. Cummings - Ottawa

You are missing my point. We who make up the 80% don't accept that role that you have taken unto yourself. This is my point.

Dr. Alan Thomas

I wonder if I could contribute to this. One should not accept unfair goals.

It is quite likely that a sizeable portion of the 80% are going to buy some of these services privately. If we accept the fact that recreation can be handled, as it obviously is being handled, by private commercial enterprise then it seems to me we have got to admit this is a participating factor. Look at the total services provided, some of which, some of the time, are provided privately. Some, of course, obviously cannot be provided privately.

If you want to have a look at a major row which is the harbinger of a lot more comparable rows to come, just look at the fight going on over Banff and the balance between public and private services that is going to evolve there.

I think that is one kind of comment anyway, in terms of being realistic about how many people under what circumstances are going to participate in what kind of recreation, just as in public and private education at the adult level.

Referring to the other business about compulsion: it took me quite a while to think up an answer to your question because it was a difficult one. I think the only one I can think of at the moment is





that, after roughly sixty years of compulsory education up to the age of 14 or 16, 46.9% of our labour force still have grade 8 or less education. Now if you want that to happen to recreation, make it compulsory. We haven't been nearly as successful in education as we like to think we've been. Because you and I went through it, we tend to look at the system in terms of our own experience in it. But it is not an experience comparable to that of more than half of our population. Before we comment on what has been successful about education, we want to be pretty careful about who it has been for, and under what circumstances.

Dr. Gordon Shrum

Madam Chairman. Since of the five panelists four agree with me, and since Mr. Dennis had some 39 points of disagreement, though he was only allowed to speak on two or three, I have to direct my remarks to him.

First of all, I would like to suggest that he was rather bitter in his criticism. I think I understand this. When the question was asked about how you became creative Mr. Dennis said you would have to be troublesome. I think he was trying to be creative this afternoon. But in any case, he said that I was regimenting his recreational time.

Well, on page two if you remember, I read my definition of recreation. I said that recreation is any enjoyable leisure experience in which the participant voluntarily engages, and from which he receives immediate satisfaction. But then I said that though recreation takes place in leisure it does not and should not absorb all the leisure hours. Man may also use his leisure beneficially for worship, education, for service, or he may misuse it in idleness, overindulgence or crime. Now I think I left plenty of room for Mr. Dennis to spend his time in the beer parlor without my regimenting it in any way whatsoever. I said you could use it or misuse it.

On this question of being imaginative and creative, I look at it from the scientific point of view. I would say that Banting got a new idea about how he could solve the insulin problem; that was creative. There are the Wright Brothers when they got the idea of taking a plane off the ground; this was both imaginative and creative. I think the two things go together, imagination and creation. But ladies and gentlemen there are so few new imaginative, creative ideas in the world that it's no wonder that people don't know much about it. It is about the rarest thing that we come in contact with.

You have to bear in mind that Canada with the millions of dollars we spent on scientific research, has never won a Nobel Prize for research. We won one in medicine, and one for keeping the peace;



we've been trying to keep the peace ever since. Also Mr. Dennis and my friend, Dr. Morgan, who agreed with me on every other point, took violent exception, and some of the audience too, to what we call athletic scholarships. Well, all I'm doing ladies and gentlemen is being honest.

In the constitution of your Inter-collegiate Athletic Union it says that the university itself may not offer any inducement or remuneration, but it doesn't say the alumni associations shouldn't, or any other individual. Don't tell me that this isn't going on. It went on in B.C., and I am sure it goes on here. All we're doing at Simon Fraser University is being honest about it. Now Mr. Dennis said do you give it for love. Well I don't know how he defines that but if he can give us a demonstration I will consider it.

But I will say, for his edification, that we give these awards in exactly the same amounts, and by exactly the same committee, to students in music, in art, in drama, for work on the student newspaper, on the student's council. Any student who contributes constructively to the extra-curricular life of Simon Fraser University is eligible to exactly the same kind of award that the athletes get, and that's the way it works. Does anybody want to wager with me that other universities will not be doing it in five years? It is the sensible thing to do. We are not going to go on letting our best athletes go down to the States, and stay in the States, for the sake of two or three hundred dollars.

Let me explain one other thing too. President Bissell of the University of Toronto, one of the most distinguished university presidents in Canada, came out to B.C. 4 years ago. He said we needed a scheme of scholarships for high marks, that the good students of the university should get some awards. The government of B.C. took that up immediately. Today all the students who have first-class honours get three quarters of their fees paid. Thirty-five hundred of those who get second-class honours get half their fees paid, and another group gets one third of their fees paid.

When I was connected with adult education at U.B.C., Alan Thomas was out there on our staff. I know he is a very imaginative and sometimes provocative fellow. I never knew that I was so much in agreement with him; practically all adult education would come under my definition of recreation, because it is done on a voluntary basis. I agree with him that things that are compulsory are difficult to classify as recreation. They do it on voluntary basis; they do it because it is enjoyable; because they are getting satisfaction out of it. They are doing it because it is not work.

I will disagree with the young men who said he wanted to make all school activities recreational. He said there should be no work connected with school. Ladies and gentlemen, maybe I was not bright enough, but I know that I had to work when I was at school, and I had to work when I was at university. I do not believe the most inspired lecturer on this continent could have taught me advanced calculus without my doing some work in that subject. So I think the concept of work has to be associated with the school program.









MINISTER'S CONFERENCE ON RECREATION, ROYAL YORK HOTEL, TORONTO

November 10-12, 1966

TIME, WORK AND LEISURE

Professor John R. Seeley





## MINISTER'S CONFERENCE ON RECREATION

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### TIME, WORK AND LEISURE

John R. Seeley

It is so apt as to call for high praise that this conference is called under the auspices it has. That a conference on recreation is the concern of a Community Programs Division in a Ministry of Education locates the matter - as is so rarely the case in public life generally - where it properly belongs. Recreational possibilities and powers grow out of and enter into the common life at the level of the community, and in more intimate relations still. The life and liveliness of the community, and the recreation proper thereto and possible therein, are on one side the condition and on the other the outcome of education in its best and widest sense. And education in turn is the condition for and test of that enhancement of the common good which it is the sole or principal business of government to foster and secure.

Under such happy auspices I have been asked to speak to you on "Time, Work and Leisure". And, presumably because my concern by far exceeds my competence, I have been asked to make the opening presentation. My duty, I take it, under these circumstances, is to open the topic as widely as possible.

I was asked particularly to speak to the problems of the next decade, and while I shall do so with respect to some matters, I shall not with respect to others. I excuse myself this breach of discipline for two very good reasons. The first reason is that it is not so difficult to write now a history of the future if one takes great care to put in no dates. Dated predictions are hazardous beyond all prudence; we may well see what will be without knowing precisely when. The second reason is much more weighty. The problems that ought to concern us now - that should have been the matter of our preparation ten, twenty, thirty years ago - are less the problems of the decade immediately before us, than the problems of ten, twenty, thirty years after that.

For think of the scale of what is now called "The lead Time" required. What we deliberate - even if, with fortune, we decide - today, cannot enter into action until tomorrow. If, as is likely, it is of the essence of what is required, that decisions be reached in and consequent upon public debate - i.e., if these things are to be done by and with the people, rather than for and to them - then "tomorrow" means five years at best before private opinion is public policy. And then? And then, if we are even faintly serious about the altered society we foresee, we must allow time and means for the alteration of men. And men are not to be altered like armaments - by scrapping what is no longer apt and refitting what is only in part so. If the changes envisioned are far-reaching, new men must be grown - by men willing and able to undergo the agony of making themselves over so far as they are able while fostering, and subsequently tolerating, what is newer, and hence more alien yet. If you shock before the present evidences of "intergenerational strain" turn away or turn back. If, as we so lightly say so often, we must look forward to rapid and ever increasingly rapid social change, then the generations that must embody and respond to those changes must be ever more different from each other. The degree of strain - meaning hostility - in such relations will turn largely on attitudes to differences of various degrees and



kinds. And those are a function of character. And that is a function of how one is allowed to rear oneself - what is now called "The socialization process". So a generation or a generation and a half lead time between thought and thought about is by no means too much.

Let me step back for a moment to make clear to some extent the web of assumptions within which my argument, such as it is, is proceeding. I am assuming that we do not have any general nuclear holocaust to put period to all civilization for at least a geological epoch, if not, indeed, to make an end of man and his works and ways forever and altogether. I must also assume, therefore, that a way is found to end the regime of universal terror that underlies or overgirds the present precarious peace. I must assume further, therefore, that men come somehow and shortly out of their present military madness, and, at least with reference to the worst of their potencies, under some agreed and ordered progress toward a regime of right and reason, a common law of and for all men everywhere. Failing these assumptions, I think there is nothing to discuss.

But I think I am driven to other assumptions at least equally risky. I am assuming we shall not exchange one madness for another: That, safe from the neck-breathing threat of nuclear extinction, we shall not continue to pour the world's wealth into the accumulation of other forms of multiple overkill. I must also take for granted - equally riskily - that we do not then burden ourselves with other unlimited competitive insanities like putting men on moons, and persons on planets as major political (or, worse, politico-military) enterprises, lastly I take it for granted that we shall take seriously and pursue successfully the program of crushing poverty at home and abroad, everywhere throughout the world, even if only on the lowest ground that what charity commands prudence now makes mandatory.

Failing these assumptions, we shall have no leisure, no time - our "work" will be done for all time - and recreation will mean something quite different, a problem, presumably for other species, inheriting such creation as survives.

If then in such short time as is left to us for the solution of these bounding problems we do indeed solve them - if we return from the brink of these present heady brinksmanships - we do indeed have problems sufficient to tax fully our collective ingenuity and goodness, but in the promise of their solution well worth the tax imposed. For the first time in history we may ask with full and immediate practical cogency, and under the spur of practical urgency, what are the proper pursuits of free men. Not a few free men in a sea of slaves who partly threaten and otherwise render factitious their freedom by rendering it immoral. Nor all free men in a limited national locus, so that they live unfree of the fear (and guilt) of the ever-present barbarian at the ever breachable gate. But free men, period: all free, everywhere. And free for the first time of the need to give more than marginal place to the sustention of the struggles for sustenance and survival. Shelter at hand. Food at board. Death before due time (from flood and famine, fire and sword, lightning by day or germ by night) at least at bay.

Given these things - or, more precisely, having accepted them at each other's hands as nature makes possible - we must turn and turn now to the problems of what to do when the destruction of each other and of oneself are no longer the principal





rogram and chief preoccupation of everyday life. We must ask how to live under prosperity. And not now the mere prosperity of what ..... has called "The provident society" of our day, but the prosperity of what he calls a genuine economy of abundance.

An economy of abundance may not be easy to imagine and how nearly it is upon us - us, the world; not just us, Canada and the U.S.A. - I do not know. But soon, I feel sure, soon enough to make thought urgent now. Project a little from the following figures (1). In the United States the energy produced, per person in the population as:

In 1850, 440 horsepower hours per annum  
In 1900, 1030; roughly increasing 25% per decade  
In 1950, 4470; roughly going up, 60% per decade  
In 1958, 5100; (a considerable fall-off in the increase rate)

As for the sources of that energy, in 1850 animals and men furnished about 5% of it (in a rough ratio of 4 to 1, respectively) and in 1950 2% of it. If we combine the two figures, inanimate-source energy per capita per annum rose from about 54 horsepower hours to about 4381 in a century, or roughly by 40% every decade. And this before the real advent of the age of automation. As early as 1950 (already a decade and a half behind us) nearly half (49%) of all Negroes were at most part time workers (2). And in a single decade (1949-59) The number of those not under fourteen years of age, not "working", nor in school, nor housekeeping, nor looking for work more than doubled: from 2.7 to 5.5 million (3).

How far off is the day when that 5.5 million is 55, and then 165 or 220 or 275 of what may then be a larger U.S. population? Since the experts divide - chiefly, of course, because they make different assumptions as to overall socio-politico-economic policy - we may well hesitate to say. But I put scant faith in the contentions regarding the effects of automation that Selegman defines (4) as "myths":

- "that it upgrades workers"
- that it produces at least as many "jobs" as it destroys
- that it "advances but slowly"
- that "we can always pull the plug"
- "that nothing comes out of machines except what men put into them"

- (1) Data from Robert S. Kleemeier, Aging and Leisure, pp 60-61, Fred Cotterell on "Aging and Leisure"
- (2) Ibid, p. 74
- (3) Ibid
- (4) In Theobald, The Guaranteed Income, P. 78

What, clearly we must confront now, without precise knowledge as to when and how suddenly it may be upon us, is an outbreak of plenty (only a shade less unimaginable and scary than a not so certainly imminent outbreak of peace). An outbreak of plenty that rests very little, almost insensibly, on human energy, entails an eruption of freedom, potentially, that is perhaps more frightening in prospect than any previous





major transformation of the human condition. It is barely possible for us to appreciate properly what all is entailed.

What we have and have had up to now in the Western world is a slave society-modified, it is true, in minor but not altogether insignificant particulars. Nearly everyone, nearly all the time, was (and is) expending nearly all available energy doing what he did not (and does not) want to do. And, one must add, ought not to want to do. A great deal had to be done, and little of it was or is worthy of a man, almost none of it not absurd. Keeping account books ("banking"), tending cutters and lathes and printing machines ("industry"), minding cows and harvesting vegetation ("farming"), not to mention the primary industries of fraud and exploitation ("finance", "advertising" and the like) are none of them such things as ought to commend men to occupation with them for any large part of their time, if at all.

To bring men to do continuously what they do not want to do, requires the ethal whip of visible and manifest slavery only in a very crude state of development of the slave-master's art. Hunger will keep people at their tasks in a pretty satisfactory fashion, as the faithless American South discovered after the North first broke its "peculiar institution", and then, following reconstruction, allowed it to set up the teaming of tenantry with terror which kept in productive line not only by far the greater part of the black population, but, by way of natural bonus, the poor white South, virtually to the present day.

But even tenantry and terror are not necessary, as the North had already made manifest, and as the whole "free world" from Bonn to Bordeaux to Birmingham to British Columbia shows. Men are not so made that physical fear is the sole available main-spring to motivate such action in them as "they" dislike while "we" deem necessary. Shame is available. Envy is available. The exultant love of exploit offers itself as a handle, as does, more complicatedly, some power to satisfy in exploitation. Guilt is at hand, and most easy of harness; even masochism has its golden yield, and sadism, if ever so faintly sublimated, its silver dividends. Love, prudence, bravery, steadfastness - all may be easily turned, given the right system, so that (to reverse the great saying of the great saint of the system, Adam Smith) private virtues amount to public vices. Self-respect, love of family, loyalty to the firm, provincial pride, and love of country enlarge successively the force with which and the scope of what men can be brought to do "willingly" by way of meaningless work from laying railway ties, to maintaining company discipline to organized lying (advertising, "image-making", propaganda to take only the crudest), to superorganized mutual slaughter of such refinement, scope and scale that, even when it takes umpteen "workers" directly to maintain one killer in the field, we can and do readily wipe out a city in a night, and could (and say we would) wipe out a nation or a world between the God-given dawn and the man-made mushroom's last one.

I said that all this ingenious insanity was easy "given the right system". The right system - right because it is so much more efficient, effective and deceptive - is the system of (to pay Smith tribute again) the Invisible Hand, the system that beginning with enclosure and forced eviction and hunger and disease in England, or the head-tax or the house-tax and the rifle in the Congo, could drive men shortly to do "willingly" - finally with gladness - what at first had seemed to them the crime of crimes against nature, to set each one his hand against every one, his neighbor's: To "compete", within a framework of property and dividends, law and order.





It is to the eternal credit, largely, of the West, that when its nose was rubbed in it by Marxian prophecy and the march of events, it recognized, just this side of total catastrophe, that some modification of the free, private, competitive system would be necessary if there was to remain anything free or private or, indeed, a system. The units of that bracing activity then became larger - cartels, oligarchies, empires, states, natural regions, nations, classes, ethnic groups, strata of the population, "developed" versus "undeveloped" parts of the world, and so on. And when the system became "productive" enough, we were able by means of "wage floors" and "welfare" measures, just over a generation ago now, to remove from the hitherto badly needed stimulant of motives, the fear and reality of literal starvation for those who would not or would not work for what was available to be worked at. The spur of that necessity was seen to be not needed, partly because of the productivity already noted, partly because a new, powerful, induced and seemingly limitless set of hungers had been rendered endemic in the underlying and overlying populations of the "developed" world: hungers for gadgetry, for mobility, for excitement, for "security", for long life and bodily health, for drugs to console them in their misery, for rapid communication mostly about what doesn't matter, for such good as men on moons, "scientific preeminence", successes in cold wars, and the like.

Such things are to be won only by the hardest of hard work. And hard work - modified somewhat by a reasonable amount of feather-bedding, slow-down and sabotage at one level, and by paper-shuffling, ritual behavior and laborious exhibition of trophies (such as Cadillacs) at another - is what we mostly got. And the system was, so far as we could reasonably see, self-perpetuating and self-sustaining. Work was for all men - or nearly so - the principal outlet for the expression of the high-level hate and aggression that the system both generated and made use of, like one of those dreamed-of engineering processes where the waste is the fuel to run the system.

I have, of course, in so crude a sketch, somewhat underpraised and over-pugned the system. For it did yield power to sustain ever-larger populations, in organizations of limitlessly increasing size, engaged in ever more complex tasks. It yielded longer lives, clean bathrooms, great safety from the threats and thrusts of hostile nature and the insubordinate human body. It made readily and steadily available to millions sensible pleasures (without, however, seemingly enhancing happiness or multiplying joy). It introduced into human life an enormous degree of secure respectability, order, rote, routine, repetition, at least in some matters: The milkman comes and goes like the sun, and the machine prints out the salary cheque which is the key to all locks, with the regularity of the waxing and waning moon. Time was increasingly made free from labor, by shortened work-days, work-years, work-lives; and though many men merely moonlighted - perhaps the most significant diagnostic of the age - others rested after a fashion, drove their cars about, watched their TV's, read a great deal or a little, furbished up their possessions or "spent time" with their families. "Hobbies" found some small space, "recreation" was much talked of, and sometimes provided for and occasionally engaged in, and the uses of leisure became a topic vivid again not only for philosophers but for members of the polity and makers of policy.

And now into this nicely balanced Eden is thrust a subtle serpent, offering once more a fateful apple: not now instant knowledge of good and evil, but, even more making, relief-in-sight from the primal curse "In the sweat of thy brow ....."





indeed, more than relief, an automated angel with a more implacable flaming sword, forbidding materially productive labor, banishing man to the uttermost and farthest generation from the enjoyment of bit and spur, whip and goad, sateless hunger and unquenchless thirst, any longer, ever-barring him from the pains and penalties on which he had come to depend to give point to his life and vent to his horror of it.

For the first time for all men, time may be not time to be put in, or passed, reserved as a sentence, but time largely for living, time as the priceless medium of life, not the clock-chopped master and monitor of the joyless round of "active" days. For the first time for all men, leisure - not momentary respite for recovery for another senseless bout with man or nature - leisure, appears: leisure, literally, "The time of permission", the time which gives leave. Leave for what? Leave to be. Leave to become. Leave to do. But be, become, do what?

Most frighteningly, first, of course, to decide what to do. Whither shall we turn when it is indeed idle to take thought for the morrow, to fuss over food or worry about raiment, since indeed, as to the lillies of the field, a benign self-providence will have abundantly and without effort provided these?

Let us be clear that at least one course will not be open to us. We will not be able to afford, because it will be unworkable, a society whose "cultural" divisions run as deep and whose cultural discrepancies rise as high as the present divisions in wealth and income. Such a scheme has worked after a fashion hitherto, as I have pointed out, because by another divine dispensation comparable only to the operation of the Invisible Hand Itself, the very resentments thus generated could burn themselves out in work or worry. But, failing the common curse, as the source of social discipline, and the residual base of social unity, differences of the same order in the realm of what remains to be pursued will have a fatality to the pursuit of anything worth pursuing by anyone. "Cultural poverty" will be intolerable in any, for some of the same reasons that smallpox is presently intolerable in any: reasons humane and reasons prudential. The society cannot exist half pocked and half pox-free. But cultural poverty, where no relief by way of work any more exists, nor any control by its disciplines, will have the aspect and effect of endemic diseases. These - any - so culturally impoverished that their now work-free life is at the mercy of whim, of impulse, of activities that cannot long satisfy because they are intrinsically empty or early reach their limit, will be internally so apathetic that they will be a charge and a care on all the rest, or, externally, so explosive as to constitute an intolerable tax on the police powers of others and thus a constant breach of their peace. A world divided between the culturally poor and the culturally rich, freed of economic harness, would gravitate rapidly to a state divided simply between the police and the policed. Those under the internal tyranny of impulse because needs were insufficiently organized to permit lasting gratification would needs come under the external tyranny, as will, of those otherwise organized, and able to preserve their gratifications. Or if, - as is not unlikely, given the relative numbers, - the latter fell to the former, we should return again, despite abundance to a life nasty, brutish, and, short or long, miserable.

What I seem to be saying is that the freer we are in certain respects, the less free we are to be different in others. I mean it. Two men trying to survive in a life-boat that needs the effort of both if either is to live, can - must, generally





will - put up with differences that would bring them to blows and blood in a comfortable living-room. If the new world is not to be half-gabled and half-gaolers, then a radical democratization of aristocratic goods must take place. By a radical democratization I mean genuine, not nominal, equality of access. By "aristocratic goods", I mean those goods that man, when his nature is least distorted, finds best. By "best", I mean that they meet the common test of increasing joy and delight with increasing "having", both because of increasing discrimination in the haver and increasing refinement of what it is that is had.

I take it, you see, that there are goods (whose nature, perhaps, we perceive, as yet, dimly) that together (if not, severally) are capable of infinite pursuit - or better, entertainment or welcome - only negatively subject to a "law of diminishing returns". Let me put it in terms of reverse economics: There are goods, or a bundle of good, every increment of which has, to the "consumer", a higher value than any preceding increment. The quantitative guise is, of course, misleading, for, in and under the process, the "consumer" is never the same consumer from "increment" to increment (in virtue of the increment), and each successive "increment" is rather another and different good than more of essentially the same good. Successive dollars may be essentially the same; and their "consumer" likewise. But an access of love alters a man into a differently loving man (not merely "more" loving) and the next access is into another love (and not simply "more" of the same). And perhaps so with ventures into beauty, or engagements in justice, or enmeshment with right-doing.

You will also note that I have simply taken it as given that genuine equality of access is sufficient for sufficient equality of desire. I do not know if "the heart yearns toward its Maker", nor, indeed, whether that is a good or helpful way to talk, at all. But I do believe - going beyond experience but on the basis of experience, on what I would rather call "the leading of the evidence", than "faith" - that it is indeed so: that, in the relatively undistorted, we see desire reaching for good; and that, in the distorted, under mere liberation from the pains and burdens of distortion, we see an unforced and infeasible rising of desire toward what is to be desired. Almost the first impulse, as I have observed it, of the properly given - to is to give; of the taught, to teach; of those handed their heritage in love, to hand it on enhanced, for the very joy of the handing. I have - in your own John Brown Camps in Ontario, for instance - seen a child so sick one year that his response to a touch was a two-foot leap away, and his response to speech, a chattering of his teeth like a chipmunk as the only appropriate expression of his biting rage - only a little later warmly and comprehendingly reach out to aid another child as he had been aided, the transformation completed only by the leading of him out of abysmal fear, under the auspice of informed love. No brainwashing; no training; no arduous "process of re-socialization": just care and the consequences of care (and the precursor of care in caring enough to know enough).

Thus, in my view, under the new dispensation, we shall either have a genuine commonwealth of good goods or neither commonwealth nor goods that are any good at all.

Such an order cannot be ordered or maneuvered or cajoled or manipulated into being, nor sustained therein by fiat, nor kept in its way by statute. It will be lived and loved into being, and then kept in being by the willing lives and loves of those who seek it and ensue it - or it will never breathe; or, having breathed, survive.





I feel sadly sure, as I write, that what I offer you as the fruit of the most hard-headed realism of which I am capable, may appear to many as altogether a dawn-mist dream. The world as it is - or, rather, as it appears to the hasty observer - is too much with them. They "extrapolate present trends", as did the French generals who confided France's safety and the fate of Europe to the Maginot Line, even while their own brilliant graduate of St. Cyr was telling them that war would not be like that, not there, not ever again. We are so used, perhaps, to the inertial experience of masses and machines that we incline to it falsely as an apt figure for history. History is surprise, its future only faintly prefigured in some obscure corner of its present. Who, when, would have forecast Greece? Rome? The British Empire? The Church? The present curious economy? Or polity? "Manifest destiny", if there is such, is to be seen in our obscure trace in the utmost shade of a shadow, it is not heralded by pollsters with "projections", nor hailed by politicians with the roll of drums.

If we looked for that trace, that first, faint foreshadowing, twenty years ago, of what the new society might be like, we should perhaps have looked toward San Francisco and Venice and North Beach, to those whom time with megalomaniac contempt - "How many legions has the Pope?" - labelled the "Beatniks". There, then, visibly, audibly, sensibly, in joy and grief, ecstasy and agony, wail and laughter, mad motion and quiet contemplation, orgy and debate, what was to be was being sought and shaped, with leadings and misleadings, tremolo and blatency, false start and brave beginning. There, then, in the quiet womb of time - not in the clattering rooms of time - reposed and stirred that whose issue and descent is today what is being variously called The New Generation, The New Youth, The New Left, The Movement.

It too only faintly - but so much less faulty - foreshadows and foreshapes what is to be. And even now, as it begins to assume the form, very nearly, of a society within the society, it is barely recognized either for what it is or for what it portends. Even those who have neither need nor wish to malign it, for the most part, patronize even while they praise, and are "out of it" because they are not "with it".

There is neither time nor place here for more than a summary characterization, which also must border upon caricature, since brevity slights justice. What is it that I see in the range of the young, in what might best be loosely termed "The Movement", that makes me suggest that the seed of the transition society is there highly visible? Let me list a few of their striking characteristics:

The disaccreditation of - indeed revulsion against - the combative virtues in virtually all their forms and transforms.

The disaccreditation of work as intrinsically and inherently valuable or growth-promoting; and particularly the glorification of work to avoid coping with the problems of aggression.

The disaccreditation of rules as the tools of principal reliance, as against a preference for a unique and personal response to a situation always seen so far as possible in its uniqueness and novelty.





The devaluation of segmental response as useful or economizing as against a more total or integrated response as being dear "but deepening".

The abandonment of overdrawn distinctions, particularly dualisms like good-evil, masculine-feminine, right-wrong, in favor of a much stronger sense for continua, mixes, overlaps. The abandonment - to use a McLuhanism - of linearity for galacticity. The abandonment of the cutting clarities (or pseudo-clarities) of everyday or "square" language for the allusive, catching-at, suggestive, repercussive forms of "lip talk".

The dethroning of "reason" and control, from their thrones of idolatrous worship to a status of also-accredited rather than solely-accredited instruments in the self-orchestration that is a person and the us-orchestration that is a society.

The withdrawal from the idolatry of self, and of those merely projected and extended selves - my family, my city, my class or race or nation - in favor of something more than tolerance: a desire that many flowers should bloom because there is goodness in many, and various, bloomings.

On that ground and others, a revulsion from and revolt against the whole personalistic, competitive - atomic ethic and performance, whether the substance of that barely-sublimated deadly sibling-rivalry be material goods, or the exhibition of superior cleverness, taste or virtue.

A sustained struggle against the obsession with scarcity, not merely material, but scarcity of libido, of love, of the capacity for involvement, interest, relations to self and others.

An enormously, enhanced and increased accreditation of love in all its polymorph phenomenology, in all its extended and various manifestations, its range of aims and objects.

A heightened appreciation for and rapid development of goods that are good only in the giving (such as folk-song-singing or the playing and reproducing of music) as against the standard goods that are mere counters in the standard game, based on the uses of heightened envy.

A foreswearing of the furious enjoyments of fanaticism, the food and fuel of most preceding "movements".

A passionate rejection of the ascetically sought separation of thought from feeling, both from action, and "knowledge" from experience.



A rejection of the puritan rejection of comforting and self-comforting.

A repudiation of strenuousness as the sign of strength or the symbol of virtue.

A massive refusal to accept as alternative the service of the inner world as against the outer, and hence to view or treat either as to be subordinated to the other.

A resistless revulsion from the standard hypocracies, falsities and inauthenticities, among themselves and in others, combined with the identification of means to make these less necessary and less tolerable as self-stultifying.

A deeper understanding of self and others that almost begins where we left off, based on a far-reaching acceptance of man in general and oneself in particular, freer of illusion and the need for self-flattery or self-denigration than any, perhaps, that has ever gone before.

An anti-Fabian demand for change now - Freedom, now! Justice, now! - that shames our tolerance of others' suffering till we can make improvement with minimum disturbance to ourselves.

And so on. And much more. And what is derivative of these and consequent upon them.

Do you see, as I see, faintly but sufficiently clearly, the foreshadowing both of the end of what is and the beginning of what is to be? On one side one may see in them the emergence of the transitional character between that necessitated now and that apt for the era of abundance. One can also see in their society, I think, the needs of the transitional society. And where they are engaged in active battle - in Berkeley, over a colonial administrative regime and a farcical substitute for education; in the South, over a colonial regime and a century or more of institutionalized wrongdoing; in the Viet-Nam crisis over neo-Imperialism and a renovation of Algerian barbarities - they are engaged in bringing rapidly to an end the most dramatic instances of what now makes us utterly morally incredible, and what would, under plenty, bring us to an end altogether.

And while they work on and worry about these things, live and struggle themselves out in inner agony, sweat and blood, what are their elders worrying about and working on? Let me tell you, - in the area I know best - the University - whether students should wear ties to class and jackets to dinner, and how high should be the dais on which rests the High Table. Whether Business Administration needs a separate school or should be administratively subordinate to this or that. Whether to "allow" smoking at Senate meetings, or charge professors (as well as students) for parking. How many "credits" to allow Home Economics, and just where which Dean should march in a procession. How to secure image, image, image, to insure money, money, money, to





permit size, size, size and growth, growth, growth. How to multiply power, utilize .R. and thus attain pre-eminence. Whether the President shall have a house, and a university car, and in either case with or without gardener or driver. How to control the campus newspaper without the appearance of so doing, and how to subvert such student government as there is so that it "freely" becomes accomplice to the institutional plans and schemes. High and heady matters all, I am sure, and needful of being kept in hand.

We cannot continue so.

But what has all this to do practically - for we are all practical men, are we not? - with Recreation, and the activities of Mayors and Councilmen and other, our policy-makers and governors, or with Recreation Directors and Planners and other, our providers of "services" and executors of decisions?

It is being widely said and broadly believed that the major outcomes of the advent of abundance will certainly be two: the expansion of the "public sector" of the economy at the cost (proportionately, at least) of the "private sector", and, simultaneously, the tremendous forced-growth of the service (or services?) sector to make up the slack in employment from the production of material goods. One is led to a vision (or, at least, an imagining) of a Welfare State both more state - or state-dependency run, and more welfare occupied, if not dedicated. In that new state, I should think, mayors and councillors, pretty well as they are now, only more so, and Recreation Directors, and counsellors and community organizers or workers, pretty well as they are now, only more so, would have prominence, pre-eminence and pride of place. It is an intoxicating - or sobering - vision. All that is wrong with it (for me) is that I do not believe it bears the faintest resemblance to imminent reality, already adumbrated, sketched in, clearly enough, for us, now. Prophecy is risky, I know, and forecasting is hazardous but I am convinced that - as usual - we are about to place all our bets on a horse that is just due for a permanent pleasant pasturage.

For it is precisely this logical outcome of "the logic of history" that the New Movement, in all its multi-form forms, is directed against. Return again, for a moment, to the campus, and come with me, if you will, in imagination, again to the State of California (from which I come to you). Here, and at least in this respect ("education") you have your foreseeable future contemporarily present. Just about everything presently being called for here and elsewhere is already there. It is already almost the case there that just about everyone who "could profit from higher education" can with relative economic cheapness find himself welcomed to a California campus of matchless beauty where, for four or more years, he will be lavishly served and serviced. If he wants his body pampered, he will find himself in a facility where man and nature have conspired to make that even easier than "falling off a log". If he wants his mind filled, thousands of learned professors, directly or through their mind-filled "teaching assistants", are there, ready, if not eager, to do it with the routine, regularity and certainty of the sun's rise and set. If he wants to fill his mind himself - "Mother, I'd rather do it, myself!" - libraries that would have made most men in most ages goggle are there at his command - together with tremendous machinery for the "charging in and out" of books, their recovery, an appropriate and complex system of fines, penalties, suspensions of "privileges" and other indispensable apparatus. If he has other hungers, sex is there and exploration





s not discouraged - only any admission that might tarnish the image in the eyes of those who must locate their projected Babylons somewhere. If he desires other "psychic states", There are the doctors, officially, and the abundant psychodolics, unofficially. If he really wants to "fall into no sin neither run into any kind of danger", there is a deanery of immense growth and exfoliation, a chancery, a presidency, a "counselling service" - all to help him keep himself in the way, or, perhaps to keep him there, like it or not. And, in case his self-critical faculties should be undeveloped or prone to temptation, there is a fine-cut grading system (together with a system of fungible credits) that tells him and his monitors at any moment just how much education he has got himself (the credits) of what quality (by grades). O happy student! What has he got? What hath the State of California not wrought on his behalf? So close to the heart of California is his welfare, and so near to public polity is its oversight that the very Governor of the State, himself, sits and serves him on the Board of Regents that supervises this Ministry and sees to such magnificent providence. Indeed, I have understated what is given him. For as his reward for simply accepting this matchless bounty he is given at the end of it all, if not the bread of life, a warrant for the real "bread", for life: a degree that, so he is constantly assured, will add a differential of anywhere from \$100,000 to a limitless sum of good, green dollars to his "lifetime earning power". What more might good men want or reasonable men desire?

Well, good or not, reasonable or not, this is precisely what those whom I regard as the best and most reasonable of the students found "so odious", that they thought it fit and necessary to "bring the machinery to a grinding halt", just about two years ago, this day. And did.

The precipitating issue - the attempt improperly, in every sense, to regulate political action and rule upon the permissible content of speech on campus, without any showing of any direct relevance to educational function - is, of minor importance for us here, as is also the incredible series of administration improprieties, excesses and stupidities than ensured the escalation that ended with an army of highwaymen on campus. What ought to be of central interest, because it bears so nearly on our topic, is the nature of the issues that "finally" developed - and that are still being developed wherever and whenever the true guardians of higher education and the critics of that society of which it is a true emanation, correspond or meet.

The issues are, interconnectedly, triple. The mode of government, the content of education, the manner of its provision: Government, the services provided, the very notion of service in this sense. The last is pivotal. For, whatever may have once been the case, the students involved would neither now be satisfied with nor settle for merely the removal of the alien occupying power that is almost every University's government, nor the "improvement" by willing or unwilling professors, of the content of "educational offerings". It is the very idea of a unilateral "offering" that is at stake. And it is at stake upon the same argument that the government is at stake: That a government that is not a participating democracy has no claim on the loyalty of its subjects; that an education that is not thoroughly participatory is inherently not an education. (Not just that, in practice, it turns out badly; but that it is intrinsically bad, i.e. self-contradictory). What is demanded is a new educational society, first for its own sake, but second, because a fortiori it is held that only that sort of society can educate in any sense worthy of the term.





Let me now come back from off the campus. If the view is valid for the University, as I unreservedly believe it to be, then it is true in the society generally; for the essential function of a free society is to educate free men for freedom - men of every condition and at every age in every context and connection.

The same spirit that rejects passive sitting under the outpouring of even "the best minds", that refuses to be handed what passes as the heritage of the ages, furiously or firmly refuses like schemes everywhere. The poor are not willing to be disimpooverished under some scheme similar to Mr. Johnson's more benign projects for Viet-Nam ( to follow, of course, upon its pacification). The poor demand participation now - more than a token of it - and, they test in blood and fire whether it can be long refused. They are no longer willing on any scale to be benefited; they demand the right and claim the means to work out their own salvation, maintaining - rightly, as rightly as mutatis mutandis, the students - that under any other beneficial scheme they will be left as essentially poor after as before. The Negro liberation movement flings back the whole scheme of "integration" and "assimilation" into white, middle-class society under the auspices of and, perhaps, benign control of even a "liberal" establishment. Again both means and ends are reject. The society called for - ask Stokely Carmichael - is an altogether different society, a society where brotherhood is the paramount principle rather than the residuary consideration. And hence - and otherwise - the necessity that the movement be self-directed. Even high politics - international politics - is beginning to be attended by like considerations, and nations that may have to starve for their bravery stand steadfast against buying their comfort with their freedom.

The day of benefit from up down is, I believe, about over. People, widely, no longer seem to wish to be done for, done to or, often, done with. Even at family level, the message addressed to "mothers and fathers throughout the land" is "your sons and daughters are beyond your command", "please get out of the new (road) if you can't lend your hand, for the times they are a-changing". For "mothers and fathers", read "mayors" or "prime ministers" or "leaders" or "social workers", or all or any who will not walk in the new way, and who still think men are to be managed or directed or society engineered into some shape of their own prefigurement.

What then is the sum of all this and the burden of such counsel as I have? I am here most uncertain. We have the problem of the new wine and the old bottles; and Scripture does not return a very encouraging answer - for the bottles! The questions that have to be answered in essence are (1) whether the movement, or any part of it, can work with or in the establishment at all and (2) if so, on what kind, of basis, how.

The only points where I know of anything remotely resembling that taking place are in the Company of Young Canadians here, and in the Peace Corps and the office of Economic Opportunity, and at San Francisco State College, in the United States. I know next to nothing about the first, except a little as to plans. The last I have not yet visited. And, the other two, with which I have had the privilege of association, may turn out to turn for their success very largely on the rare virtues of one man.

If the Peace Corps - whose operation I admire and to whose members I bear respect and affection - should turn out to be prefigurative of whatever new deal is possible between the official order and the unofficial new wave, what can we learn from





it? What makes it possible for good young people - who would not touch Justice with a pikestaff or Commerce with a barge-pole - to serve two years in the Peace Corps and, some, to volunteer further service thereafter. I cannot, of course, write a treatise on it here and now. Let me only point to what leaps to eye. In the first place, almost wholly in its "statement of mission", and substantially so in fact, it represents a high and generous calling: to facilitate and serve the best and most legitimate purposes of materially disadvantaged peoples. And not by grants of financial credits, or shipments of wheat at a profit, but by shoulder to shoulder labor, skin to skin contact, not excluding the arduous labor of discovering and fostering the manner of decent and humane relations between people of abysmally different experiences. In the second place, to an unusual degree, it exemplifies within itself what it aims at outside: the earnest search for right and decent relations between men, young or old, domestic or "alien", at home and in the field, high in such hierarchy as there is, or low. The attitude ramifies back and forth, in and out, up and down, so that some real sense of a commonwealth of care and decency pervades and perfuses all. Third, there is no clinging to office - it is even precluded by statute - hence little vesting of interest, most particularly in "demonstrating" what the young cannot do by precluding their growth (as in most "education") into the possibility of doing it. Fourth, - it is harder to catch but impossible to miss - there is a spirit or atmosphere or animus about the (temporary) administration or directorship ("PC/W"), that is in many respects reminiscent of the Movement itself: an honesty, an informality, a flexibility, a concentration on substance over forms, a serious gaiety, an unstuffy committedness, a love of invention and improvisation, a capacity to swirl around obstacles, a good-humored awelessness before those in high places, a sense of mission without the "missionary", a liveliness, an excitement, color and life ..... There is, moreover, more than mutual responsiveness to "the ultimate client" and all intermediaries; there is mutual commitment and interpenetration. We have less here an organization, and more a body corporate; less an Army and more a brotherhood. And even this is steadily regarded and operated under the lively assumption "it could be better", and hence it is kept "open", and hence, live. So the Corps comes close enough to the life of the Movement to make communication possible and cooperation or complementarity, likely.

What would be an analogical process and procedure for the governance of municipalities and the running of recreation departments - or whatever the body entrusted with the enhancement of leisure comes to be called? I do not know, but would like to hear you project and debate. I am satisfied that the time is short to come up with answers that will make or keep what now obtains, relevant. And in that short time, even the seeking of answers requires some radical reorganization of perspective. And, more than perspective, posture. And more than posture, relation. And more than relation, aim. And more than aim, I believe: the whole vision of what it is to be a good, free man in a good, free society - not good and free as achieved states but as ever-expanding becomings.

May I commend you to the guest.









MINISTER'S CONFERENCE ON RECREATION, ROYAL YORK HOTEL, TORONTO  
November 10-12, 1966

PANEL DISCUSSION on  
Professor John Seeley's Paper  
TIME, WORK AND LEISURE

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Panel discussion following  
Professor Seeley's address, November 11, 1966  
Minister's Conference on Recreation

Address of Mr. Bascom St. John

Mr. Chairman, ladies and gentlemen:

It gives me great pleasure and a sense of privilege to be here today. I should like to congratulate Dr. Seeley on the extraordinary scholarship and intrinsic interest of the speech he has delivered to us.

I should also say that I made up what I am going to say all by myself. Whether, by chance, it bears any resemblance to Mr. Davis' or the Department of Education's views, will be a matter of coincidence. And any responsibility is to be attributed to me exclusively.

At this stage of the proceedings, it is scarcely necessary to make an argument for the assumption that in the near future the mass of the population will have more time on its hands than in past eras. In fact this condition has already arrived for many types of workers, especially those with comparatively little executive responsibility. A major reason for this conference is to examine the social situation arising from the trend toward more spare time. What, if anything, to do about it.

Just as the line between sin and virtue has become somewhat blurred in recent years, so the line between wasteful and constructive uses of time is more difficult to see. To some of us the close and continuous observation of the television screen is a waste of time. But to the advertiser and to the manufacturer of such instruments it is wholly to be desired by the largest number of people.

Is it essential that the advocates of the constructive use of leisure denounce television hockey and football games -- horse-racing, poker and bridge -- when so many find these "useless" pastimes delightful? By what authority do we decide? I would assume that the pastimes that damage people in their health, their financial security, their social usefulness, in their life, can justly be called harmful and unconstructive. It would be far better, from every point of view, to persuade them to spend their time in a more useful, more creative way. We claim they would be happier and have a deeper feeling of satisfaction in such other pursuits, if only they could be persuaded to take them up.

It is at this point that our sort of person thinks of education, the answer to every human problem and the secret key to the regeneration of all human shortcomings. I thought I would spend my time in this little colloquy in considering just how effective education might be for creative leisure. It stands to reason that most of the intellectual pastimes, such as reading, mathematical games, the enjoyment of music and art, for example, emerge obviously from the early and developing school program. So also, to a great

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF THE HISTORY OF ARTS  
AND ARCHITECTURE

CHICAGO, ILLINOIS

1911

TO THE HONORABLE THE PRESIDENT OF THE UNIVERSITY OF CHICAGO  
AND THE FACULTY OF THE DIVISION OF THE PHYSICAL SCIENCES

THE FOLLOWING IS A SUMMARY OF THE RESULTS OF THE RESEARCHES  
CONDUCTED BY THE AUTHOR DURING THE YEAR 1911

1. THE STUDY OF THE PHYSICAL PROPERTIES OF THE  
CRYSTALLINE SUBSTANCES, AND THE EFFECTS OF  
TEMPERATURE AND PRESSURE ON THEIR  
STRUCTURE AND STABILITY.

2. THE INVESTIGATION OF THE MECHANICAL PROPERTIES  
OF THE SAME SUBSTANCES, AND THE EFFECTS OF  
TEMPERATURE AND PRESSURE ON THEIR  
ELASTICITY AND PLASTICITY.

3. THE STUDY OF THE OPTICAL PROPERTIES OF THE  
CRYSTALLINE SUBSTANCES, AND THE EFFECTS OF  
TEMPERATURE AND PRESSURE ON THEIR  
REFRACTIVE INDEX AND BIREFRINGENCE.

4. THE INVESTIGATION OF THE THERMAL PROPERTIES  
OF THE SAME SUBSTANCES, AND THE EFFECTS OF  
TEMPERATURE AND PRESSURE ON THEIR  
HEAT CAPACITY AND THERMAL EXPANSION.

extent, organized games, especially those played in teams, are usually learned most effectively in school.

Most schoolboards had the foresight and wisdom to install swimming pools in the schools. The lifelong pleasure of swimming may be learned well if the teacher knows how. Perhaps the school athletic program, by its very environment, however, is weak on those physical pastimes that are best done alone except swimming and walking.

Also emerging from a properly taught curriculum, the child and eventual adult ought to gain interest and early knowledge of the earth and the life that exists upon it. The observation of nature in its multitude of forms, has given infinite pleasure through whole lifetimes to uncounted people. Parents can introduce children to such creative enjoyment, but there should be a great deal more attention given to it in schools. It irritates me that the physical scientists are trying to squeeze the natural sciences out of the early school courses. Most of us will never see an electron or measure the force of gravity but, unless we are visually handicapped, we can watch birds and animals, flowers, snowflakes and trees always, with a pleasure inexpressible in the time we have today.

Also in a properly run school there should be handwork for both girls and boys. The rudiments of wood and metal crafts, and leather, linoleum and clay, fabrics and paper, are not only good tools in the learning programs, but the foundation of many an hour of enjoyable activity in later life. The special skills of domestic life ought to be taught to both boys and girls, if only to make them independent of the precarious luxury of urban civilization.

At long last we are getting some air into the bone-solid curriculum of the secondary schools, and many interesting subjects which permit and encourage self-expression, just to mention as examples, speech and drama, are coming into slow acceptance. We are still loath to educate for living than for passing examinations to permit us to go on to even more sterile and unreal courses in universities.

To be able to work effectively and to have skills for recreation -- the things we do not have to do but merely enjoy -- these seem to me to be adequate aims for a great deal of our education. As we grow older it is probably a by-product of the mental level we achieve, or are given, the choices we may make for our leisure time. We could be very utopian about this matter, as I almost said at the beginning of this talk, and urge, cajole, persuade, bamboozle, or even force people to stop wasting their time on spectator sports and other forms of passive entertainment.

The pure inescapable fact is that most people will continue to fritter away their time. It is only in the intellectual view that we have a very high outlook on these things. As we become more automated, and work fewer hours, we shall find larger numbers seeking intellectual outlets for their energy, if anything to escape boredom which will be almost total. It is I think hopeless to imagine that any educational technique will be developed





which will make everyone long for a lifetime of self-improvement.

Somewhere many years ago I read a passage by John Ruskin in which the great critic and social philosopher said that what people do with most of their time will determine the character of what they do with the rest of it. If we are idle most of the time, which is the other side of the short-work-week coin, or even the total abolition of work which some people think machinery will give us, we will be very indifferent workmen largely uninterested in skill or care.

I have often heard that as the working day has grown shorter, workers who produce on a unit basis usually do less in an hour than the same type of worker used to do when the work-week or day was longer. This kind of response is one of the major reasons why employers are finding the automation of such jobs economically possible. If we want to keep jobs the way to do it is to work harder, which is a philosophy decidedly out of favour these days to say the least.

There is an analogy here which I believe applies to the recreation situation. I do not think there will be any overwhelming demand for voluntary instruction in the arts of creative leisure. There will be, just as there are now, some people who will want to take courses. I think that such instruction or training, however accurately it is described, ought to be much more readily available so that any latent impulses may be gratified while they are alive.

I hope that nothing emanates from this conference implying to the politicians that any huge capital outlay, any newer categories of schools, or gigantic buildings will be necessary for the educational aspect of this problem. Much of what we need is already in being.

There is an admirable structure of informal education in creative leisure under the auspices of the Community Programs Division of the Ontario Department of Education in all its many aspects, and there are hundreds of civic organizations which are devoted to aspects of adult education and instructive spare-time activities. What I think we need is less formalization of this kind of thing but an extension of what exists.

It is my hope, and I am sure of most of the people concerned with them as well, that the new Colleges of Applied Arts and Technology, so much more conveniently called "community colleges", will be powerhouses of creative leisure, as well as training and retraining centres for men and women in their work-a-day aspect. I hope, wherever these colleges are put, that in each region people will demand the broadest spectrum of cultural and recreational courses, and even that the colleges will be the physical location of many of these activities.

Almost exactly two years ago I visited the San Mateo Junior College near San Francisco. I was delighted to find that this wonderfully beautiful school was the centre of an immense community activity involving concerts,





music making by the people themselves, discussion groups and a good many other things of the most creative sort. There is even a small observatory for those who are interested in astronomy. In the library there were hundreds of tapes as well as books, music drama, speech, as well as anything else of audible value. Each table in the large reading room had six phone outlets for private listening through earphones. In the daytime this college hummed with educational activity, but at night it simply overflowed with seekers after truth and wisdom. It was open from seven in the morning until eleven in the evening. Two or three thousand more people came to it in the evening after dinner than in the daytime. It is true that it is in an area populated by highly skilled and highly educated aircraft and electronic personnel, but it did reveal what might be done with a facility like a community college.

I think a great deal more might be done with libraries in this field -- not only public libraries, I mean, not only centres from which to obtain books for all the good reasons one wishes to read -- but also as active places where many appropriate interests might be given rein. We in Ontario are distressingly obtuse about libraries. I think, along with André Malraux, the Culture Minister of France, that libraries should be as compulsory in a community as schools. Undoubtedly also, as time passes, we shall be able to use television for creative leisure, up to a point. Radio once had a tremendous function in this way; its appeal appears to have faded. Without the slightest doubt the same fate will overtake television. By then we shall probably have discovered the technique of extrasensory perception and will not need these gadgets. Some powerful brain in Queen's Park or Penetanguishene will start thinking creative thoughts and the whole community will vibrate. The very idea outdoes science fiction to think it may happen in Ontario.

Address of Mr. Jack Williams

I would like to start my comments on Dr. Seeley's paper at the beginning of his paper. I found it a bit disturbing to hear his discussion of the long-term requirements and the great difficulty in accomplishing anything immediately. He spoke of inter-generation strain. He referred to us speaking so lightly, so often, of the ever-increasing repertory of change. Now we do say it lightly, and we do say it often, but it is never the less true, and we must not lose sight of it. Even if we accept his argument about the need for a generation, or a generation and a half, of what he describes as "leave time", then this surely emphasizes the necessity to start now.

I don't think I'm in conflict with Dr. Seeley at this point, but I do think there is a danger that his remarks might be misinterpreted, and might be used as an excuse for delays that we could ill afford.

Now when he comes to discussing a slave society, modified I trust, that I noticed a tongue-inspired bulge in his cheek. Certainly we'd all like to make changes in the daily tasks that confront us, but to say that





nearly everyone, nearly all the time, was and is expending nearly all available energy doing what he did not and does not want to do -- that to me is a bit "far out". I might be a bit old-fashioned but I think there are still a great many people who get considerable satisfaction from the tasks they perform whatever they may be -- the tasks they perform to earn a living. My hope would be that the unpleasant side of those tasks would be reduced, if not eliminated, but I am old-fashioned enough to also think that even with automation we are still going to have people working in the foreseeable future.

As Professor Seeley went on I began to wonder a bit more just what his tongue was doing. I found it rather significant when I heard him pin down his associations, referring particularly to the field he feels he knows best, the university. No one with even the most casual knowledge of his distinguished career would think of questioning his right to strong views on what is happening on the campuses today. Certainly I wouldn't want to put myself in that position. But I am here as a representative of organized labour and I presume in that context that I'm speaking on behalf of workers as a whole, blue-collar, white-collar and no-collar. In that role perhaps I can be excused for not being "with it" as far as his remarks are concerned. I must in all honesty add that I don't think that he's really "with it" or "all in" either, with regard to many off-campus people.

I think perhaps I find myself on more common ground with him when he relates some of his philosophical remarks to the practical situation and he says we are all practical men. I must admit there was a point when I was beginning to wonder.

Then I found myself parting company with him again because I am one of those who subscribes to a belief that there will be a continuing expansion of the public sector and perhaps at the expense, to some extent of the private sector. I am a bit more skeptical about the traditional suggestion that a tremendous growth of the services will soak up the surplus labour force from the production industries. I suggest that the techniques that are likely to create such a situation in production can be applied with equal or greater effect in the services.

Now then Professor Seeley returned to California and said that just about everyone who could profit from higher education can with relatively economic cheapness find himself welcome to a campus of matchless beauty where, for four more years, he will be lavishly served and serviced. Now at that point I am afraid we are a few thousand miles apart. I don't know what the exact distance is between Ontario and California but I know that it's considerable, and it seems to me in more ways than one. Here in Ontario we have not fortunately, reached that stage.

We could hardly miss his sharp criticism of some aspects of education in that far off land but as we look at some of the determined efforts that are being made in this part of the world to provide really adequate educational facilities, we can't help being a bit envious. If we pause



to consider further the vast needs of people in other parts of the world it seems to me that we are a fair distance from the situation that he describes as prevailing on that pacific beachhead.

I felt a little better again when he left the campus and, speaking in the broadest terms, spoke of the essential function of a free society to educate free men for freedom, men of every condition and at every age in every context and connection.

Now I can hardly be expected I think to end this comment without adding just a word about the views that many of us in labour have of this very important subject. Our people are very sensitive to the subject of leisure because they and those who went before them fought long and hard and continue to fight for more leisure, and because we still suffer to a considerable extent from the adoration of work. It seems to me important though to recognize that free time is not necessarily leisure time. The average worker now spends considerably more travel time to and from work than he did a few years ago. When he gets home there seems to be some sort of Parkinson's law about what happens to one's time.

Many of us hold the very strong conviction that, in the face of change, more and more adults are going to spend more and more time up-dating their knowledge or acquiring new knowledge and techniques. It seems to me that this extension of adult education, which seems inevitable, may lead to new channels of interest.

Certainly the opportunity for true leisure involves many things. It recalls, for example, the protection of our great natural resources as found in our national parks which are today in some jeopardy. We need many approaches on the part of many people. I trust that organized labour will make its contribution.

Address of Mr. C.A. Pollock

Ladies and gentlemen:

First of all may I say thanks to you all for the privilege of being here and taking part in your conference.

Secondly I would like to wish you a successful conference. You've all come from long distances to be here and I hope you have a very good meeting. Perhaps I should also say thanks to Bascom St. John for mentioning a bit of my avocation and also the chairman, Mr. Garvie. As a man said: "I don't care what they say about me as long as they mention my name." I think too in these days when we read so much about problems in the labour-management field that it is most interesting that Mr. Williams commented just a moment ago that you can see how well labour and management can get





along when they have a common objective.

Now the Honourable Mr. Davis, in his keynote address last evening, stated and enlarged on the conference theme "the significance of leisure in our society today and tomorrow." This morning's panel is organized around the theme "time, work and leisure". It would seem it should deal with people's activities and how they fit into a way of life. The later panels can then show where the several aspects of recreation can contribute to a better and a more successful way of life.

My views are intended to reflect a business outlook and, while I agree in the long term with much that Professor Seeley said, I'm afraid that we are poles apart on some of the things he said about people earning their way in this life of ours. I'm afraid too that I find it a little difficult to follow what he terms as some "radical reorganization of perspective". I feel that we are doing a reasonably good job in developing a tremendously difficult subject.

I would like to start with stating what our theme means to me. It is that the basis of life is that we have time to carry on our personal activities, our family activities and those which concern all of those with whom we have relations. Further that these activities involve work and leisure. I wish to add a third element of my own -- the maintenance of health.

We need to appreciate the useful achievement in the things that we do that makes for a successful life. These activities perhaps should be explained in simple terms. Maintenance of health should be the easiest to explain because it includes only the very simplest of waking activities -- relaxing and doing nothing and even the inactivity of sleep. I would like to comment on the man who was asked why he had lived so long; he said, "it is the fact that I assume the horizontal as frequently as possible".

On the other hand, work activities are complex, but we can say simply that they include all that is done to fulfill the individual's economic, social, and political responsibilities to himself and to his family, his associates, and society in general.

The individual's work-effectiveness is becoming more and more important because the time allotted to it is being reduced, and the required skills are becoming greater and more creative. Leisure is more complex than most work, and includes a wide range of activities which do not involve the usual responsibilities to others. Leisure activities are becoming more important because more and more time is being made available for recreation, both in its popular and in its true meaning -- personally recreating.

Let us then turn to the good and successful life which our citizens can achieve for themselves by an ever-changing mixture of all





three of these activities, the amounts of each being judiciously chosen in keeping with each person's ability and age. In making the choice man uses his ability, his enterprise and his wisdom and he is aided by the environment in which he lives and the opportunities that it provides him. Completely in his control is the private enterprise he exercises and the wisdom his enterprise has developed. The environment in which he lives and the opportunities which it affords are, in the main controlled, by others, but he can make a small contribution to his home town or to his country as a better place in which to live and work.

How can a good and successful life in keeping with his ability be achieved by the individual? Heading the list of course is the exercising of his own private enterprise. It is almost axiomatic to say that life is what one makes it, yet a large number of our fellow citizens think that other people get all the breaks. That someone is born with a silver spoon in his mouth, or that throughout their own lives they just have not been lucky. They have not heard, of course, that the luck that they are talking about is really experienced when preparedness meets opportunity. They believe that Horatio Alger stories were true a couple of generations ago, but that it is a fairytale in today's world. They do not believe in the real satisfactions of having achieved, of having created something, of doing unto others as you would have them do unto you, or that he profits most who serves best.

A man needs to understand and appreciate that unless his initiative is applied effectively to the concerns of his life, his work and his leisure, he would have little chance of achieving the good life he wants. The other influence within the individual's control is the extent of his wisdom, by which is meant both his knowledge and his experience, together with the power of applying both critically and practically. By his initiative man is able to add to his wisdom and his mental stature, thereby giving himself scope for achievement in work and leisure, and thereby living a more successful life. His wisdom will tell him that competence is the basis of achievement, that involvement is the true interest, that flying by the seat of one's pants is outmoded in the jet age, that enterprise and wisdom provide the self-sufficiency, the creativeness and the goodness of life.

The other significant influence in achieving a successful life by the individual is the environment in which that citizen lives and the opportunity it affords him to apply his ability, his enterprise and his wisdom to his work and to his leisure. The tendency today is to make it less demanding for people to do their work or to spend their leisure so they may be more happily involved. Seemingly this is an adaptation from some of the practices which we have taken over from our welfare work. It is one thing to provide, on a temporary basis, food to the hungry and shelter to the homeless; it is quite another to carry welfare assistance to the point where it interferes with man's enterprise.

Business has learned the hard way that work incentives, work stimulants, to be successful, must be understood and appreciated and must





constitute a challenge. If incentive earnings are too easily achieved, because the standards are lax or incorrectly determined, work effort tends to deteriorate. Getting something for nothing has never made any sense because that something very quickly becomes nothing.

Socialization of men's activities does not advance human achievement. It dulls the private enterprise which brings the achievement about. Thus as more time becomes available for leisure activities, the intensely practical experience of business in the fields of human psychology should be looked at when consideration is being given to the expansion and extension of the environment and the opportunities for recreation. Leisure involves personalized activities of the mind and body and such pursuits will never be effectively stimulated by arrangements to provide them on a for-free basis. They call for large amounts of human enterprise and involve intelligent application of personal wisdom.

I cannot agree with the statement made by Dr. Herbert A. Simon at a recent lecture at the University of Toronto school of business. He was quoted by the press as saying "that he was not worried about what people would do with the increased leisure made possible by automation, even if it meant that they would sit on their back porches and whittle or go fishing or drink beer". A further direct quote was made stating "as more leisure is placed at our disposal we will do many things with it that can hardly be described as useful, creative or even harmless. Somehow or other I do not find that prospect alarming".

May I say from the concept of this conference that such a prospect is extremely alarming. That the personal utilization of leisure should be so purposeless is hardly comprehensible, rather it is reprehensible because idle minds can be mischievous minds. We live in a free-enterprise society stimulated by the profit motive. That motive has two principle objectives; the improvement of the individual's economic status and the gaining of satisfactions from well performed work or leisure. The time will come when the spending of money for things and activities will not be as meaningful an incentive as it is today.

For the successful good life we will look more to the gaining of satisfactions of work and leisure well done, than to the things which money can buy. I make this statement despite that admonition that money may not buy happiness but it sure helps you to find it in interesting places. This idea may seem impractical and utopian yet we are seeing economic manifestations of such thinking by the knowledgeable enterpriser who looks for value and not for price. We see many examples of unselfish public service rendered without thought of remuneration.

Professor Seeley has mentioned the company of young Canadians and the Peace Corps. For such broader applications of the profit motive we need an environment and opportunities which will aid the understanding and appreciation of the worth of such satisfactions through both work and leisure. If man's private enterprise in his reaction and sensibility



to challenge and involvement are uppermost in the minds of you who do much to develop the opportunities of recreation, certainly a further step forward will have been taken. I am sure this conference will be concerned with many such techniques.

Let us finally return to the influences within man himself. His private enterprise and his wisdom are really the controlling factors in the achievement of a good life. They are so because, in a free society, ideas are not implanted by brainwashing nor are they made overpowering by fear. Man and his wisdom can choose the mixture of work, leisure and maintenance of health which he feels is best for him. Under these circumstances, let's apply the first principle of business practice and say whose job it is. Certainly, by what I have just said, obviously it belongs to the individual himself. The performance of his job, the character of the education which a man's environment provides is vital. Mr. Davis in his opening comments said that his department recognized that education has four components. These he listed as "education for life, as a worker, education for public life, including knowledge and understanding of the world around us, education for family life, and education for the better life which includes assimilation of skills and knowledge and attitudes about the creative use of leisure". We must however seek further and should look at the character of the components.

The education we are offering today, it seems to me, emphasizes the whats and the hows at the expense of the whys. It is said of the modern student that he is good at how to do something, but not so good as to why he is doing something. May I use education for work efforts as an example, since it relates to business. Currently in such training there is little reference to why a worker should effectively use the skills he learns. This is taken for granted and the largest number of young people who enter free enterprise business and industry are not exposed to teachings concerning the whys of being a successful private enterpriser. I can hear someone saying that all that is needed is to learn the skills, and that experience will soon teach the elements of private enterprise. This is not good enough in our competitive and democratic world of the 20th century. I am sure that businessmen will agree with me when I say that the whys of enterprise are equally important to the whats and hows of mental and manual skills.

Thus, in the interest of the best personal mixture of work, leisure and maintenance of health, functioning to bring about the good life, may I suggest the Ontario secondary school curriculum have added to its subjects of study two that are not there now. The fundamentals of our private enterprise way of life, and the basic psychology of human relations. For teenage students the courses should be long on case histories and short on theory, in the interest of learning why. Modern youth facing our complex world needs the guidance which such disciplines can afford. In my opinion no better centennial project could be adopted than the making available of such educational opportunities, which can be so appropriate for the generation of Canadians who, by their work and





leisure, will make Canada truly great in our second century.

Address of Mr. George Kormos

Ladies and gentlemen:

Professor Seeley has certainly performed his duty as he said he would in his opening remarks to open the topic as widely as possible. I will confine my remarks to those aspects of his talk dealing directly with recreation and/or leisure time. I would like to repeat some of his comments, for I feel they bear repeating. There is no better way to impress people and have them remember than by repeating. Professor Seeley said:

"For the first time for all men, time may be not time to be put in or passed, or served as a sentence, but time largely for living, time as the priceless medium of life, not the clock-chopped master and monitor of the joyless round of "active" days. For the first time for all men, leisure -- not momentary respite for recovery for another senseless bout with man or nature leisure appears: leisure, literally, "the time of permission", time which gives leave. Leave for what? Leave to be. Leave to become. Leave to do. But leave be, become, do what?"

And he says: "Most frighteningly first, of course, to decide what to do".

Now this problem alone will take a great deal of thought on the part of many, to come up with the right answers, or at least to come up with some good answers. This problem requires direct action at this time because, as Professor Seeley says, the problem of "leave" time means that the things we think about today cannot be acted upon until tomorrow, which usually seems to mean about five years.

The problems we have today are the result of happenings ten, twenty or thirty years ago. Therefore, things we want to happen in recreation or leisure time ten, twenty and thirty years from now must be started today. And must be started and planned in such a way that they will produce the required results at those times.

Professor Seeley also says "...for the essential function of a free society is to educate free men for freedom -- men of every condition and at every age, in every context, and connection." I would think that **this** means that people from all walks of life will be required to participate in planning and educating for leisure time. "The poor demand participation now -- more than a token of it", says Professor Seeley. And he goes on to say:



"The day of the benefit from up-down is, I believe, about over. People widely no longer seem to wish to be done for, done to, or often, done with. Even at the family level the message addressed to mothers and fathers throughout the land is: your sons and daughters are beyond your command. Please get out of the new (road) if you cannot lend your hand. For the times they are a-changing. For mothers and fathers, read mayors, or prime ministers, or leaders or social workers, or all or any who will not walk in the new way, and who still think that men are to be managed or directed or society-engineered into some shape of their own prefigurement."

"What then is the sum of all this -- the burden of such counsel as I have? I am here most uncertain. We have the problem of the new wine and the old bottles. Scripture does not return a very encouraging answer for the bottles. The questions that have to be answered in essence are (1) whether the movement, or any part of it, can work with or in the establishment at all and (2) if so, on what kind of basis? How?"

Professor Seeley goes on to suggest that a body like the Peace Corps might provide the answers, and lists some of its characteristics. He says:

"Let me point out what leaps to eye. In the first place, almost wholly in its statement of mission, and substantially so in fact, it represents a high and generous calling. To facilitate and serve the best and most legitimate purposes of materially disadvantaged people, and not by grants of financial credits, or shipments of wheat at a profit, but by; shoulder-to-shoulder labour, skin-to-skin contact, not excluding the arduous labour of discovering and fostering the manner of decent and humane relations between people of abysmally different experiences. In the second place, to an unusual degree it exemplifies within itself what it aims at outside. The earnest search for right and decent relations between men, young or old, domestic or alien, at home and in the field. High in such hierarchy as there is or low, the attitude ramifies back and forth, in and out, up and down, so that some real sense of commonwealth, of care and decency, pervades and perfuses all. Third there is no clinging to office -- it is even precluded by statute -- hence little vesting of interest, most particularly in demonstrating what the young cannot do by precluding their growth (as in most education) into the possibility of doing it. Fourth, -- it is harder to catch but impossible to miss -- there is a spirit or atmosphere or animus about the (temporary) administration or directorship (PC/W), that is in many respects reminiscent of the Movement itself: an honesty, an informality, a flexibility, a concentration on substance over forms, a serious gaiety, an unstuffy committedness, a love of invention and





improvisation, a capacity to swirl around obstacles, a good-humored awelessness before those in high places, a sense of mission without the missionary, a liveliness, an excitement, color and life .... There is, moreover, more than mutual responsiveness to the ultimate client and all intermediaries; there is mutual commitment and interpenetration. We have less here an organization, and more a body corporate; less an Army and more a brotherhood. And even this is steadily regarded and operated under the lively assumption it could be better, and hence it is kept open, and hence, live. So the Corps comes close enough to the life of the Movement to make communication possible and cooperation or complementarity, likely.

Another person, Mr. Norman T. Miller, in Recreation Magazine some time ago, said it another way. "So it is with the recreation movement, as we face the next ten to twenty years, we need men to match our mountains, men who have foresight, skills, power and the capacity to assure recreation achieving its goals and, at the same time, fulfilling its highest purpose through its contribution to human welfare".

Professor Seeley says he doesn't know "what would be an analogical process and procedure for the governance of municipalities and the running of recreation departments, or whatever the body entrusted with the enhancement of leisure comes to be called". We do know the problem is there. We do know that if steps are not taken, if there is not some concerted effort, some thorough research, some detailed planning, that we will not be ready for this new leisure time.

We don't want this time to be "put in, or passed, or served as a sentence". We all want this time to be used well to provide a full life for everyone.

May I strongly urge the Ontario government, through the Honourable Minister of Education, or through the Prime Minister himself, to take the necessary steps to prepare the people of this province for the wise use of leisure time. To set up a body with many of the characteristics of the Peace Corps, with the widest of powers to bring forward a formula with some good answers, and hopefully, with some right answers. We have capable people in this province to sit on such a body. I know we have extremely capable recreationists who could contribute greatly to the work of such a body. Here endeth the lesson.



Address of Mother St. Michael

My task, if I understood it rightly, was to discuss those sections of Professor Seeley's paper on "Time, Work and Leisure" which were significant for the people, especially for my fellow Ontarions, who are striving to find ways and means to fit our education to the needs of 1966. I was happy to find the importance Professor Seeley ascribed to education:

The life and liveliness of the community, and the recreation proper thereto and possible therein, are on one side the condition and on the other the outcome of education in its best and widest sense. (p. 1).

We must all heartily agree. But, as a woman and therefore by tradition less capable of a clear understanding of scientific concepts, with their implications for the future, I would want to ask a sociologist of Professor Seeley's experience who should be educated? How long should education continue? Have we reached the era of continuous, that is, life-long education? If so, do we need new educational institutions or better use of the old? Should adult, or late adult education be mainly formal or informal? And, as a woman of the people, who seek their facts from empirical research, I would want to know where to find evidence for the many assumptions in the paper, couched in well-turned paradoxes and enticing with a crescendo of hyperbole, but referring to only two of the many studies published and in process, and to only some six pages of these two studies.

Again, before hazarding new institutions, new "systems" of education or recreation to meet the needs of the present human condition with regard to work and leisure and the time apportioned to each, the people should have a clear, factual understanding of the accomplishments and the failures of the past century. I found I had to turn to some of the numerous studies of the past three decades appraising past and present trends and attitudes toward work and leisure to supplement Professor Seeley's paper before I understood the problem of the new leisure. By work we mean here gainfully employed human activity; by leisure we understand no more than work-free time, created by the harnessing of science to technology, recently to automation's technology, which resulted in the production of material wealth unprecedented in human history.

This increased productivity, distributed to the workers in the west by way of increasing wages, meant that incomes of all levels of workers rose while hours of work decreased. Since 1850 the average work-week in North America shrank from 70 hours to 40, with the possibility of a 20-hour-week (or less) employment pattern, at least in some industries, in the foreseeable future.<sup>1</sup> All this has come about because of the increase of manufactured energy now at man's disposal, as indicated by Professor Seeley on page 3. One authority





prophesies that within ten years 2 per cent of our work force will be capable of producing all the consumer goods needed by the other 98 per cent.<sup>2</sup> The affluence in consumer goods refers mainly to material goods not cultural goods. It might be expected that, secure from fear of hunger and the other threats to survival, man would want to expend his energies on producing the goods of culture, at least when education taught him how. Surely this could be a boon, rather than a threat to civilization!

Meanwhile during the past century, population multiplied, life span lengthened, education levels rose - because science harnessed to machines made life safer and easier and spurred western man on to increased research aimed at the mastery of the world of matter and the organization of the world of human society. Multiplied facilities in transportation and communication made it possible to increase the size of the institutions spelling interdependence of political and economic institutions - the "system" that arouses Professor Seeley's ire. But there is nothing inherently evil in the size of state or industry. There is nothing inherently evil in the state passing minimum wage laws, maximum hours of work laws, or assuring a ground floor of decency of life by way of welfare legislation. In the democracies the people expressed their wish that such legislation be enacted. It is one reasonable, organized, systematized method of meeting the people's wishes and needs. If the people are educated to understand the need for alert, political action, they will change the system when it develops cultural lags. In the multiplied complexities of the human condition today, when increased population and urbanization thrust us into close proximity with our neighbour, it is inevitable that there be multiplied regulations to keep the wheels of civilization turning smoothly. We may have nostalgia for the days of the "chasse galerie" and the broad forest spaces where the trappers and hunters roamed freely. There are no such frontiers left to man on this planet. Wherever a plurality of persons work together, on a university campus or in a tribal village, someone decides where the dean shall walk - if he has time to attend the procession even briefly.

There have, of course, been unexpected and complicating consequences of the revolution of automation. Even now machines can surpass human brawn in efficiency of production in the "lower" ranges of toil and calculation,<sup>3</sup> a situation which spells chronic unemployment for the unskilled and the uneducated. When Professor Seeley predicts 275 million unemployed in a vague, "larger" U.S. population, he presupposes that Americans have neither the wit nor the will to educate and train the masses of prospective workers. He cites the American negro as one who suffered increased unemployment with the progress of the modern political and economic system. But the American negro was generally illiterate, unskilled and lacking in the responsibility and stability in employment that develops in a stable monogamous family. Due to the unjust and persisting heritage of racial prejudice and broken families - a heritage of the slave syndrome - the negro worker had not been taught the skills and the responsibility demanded by industrial employers. Education and justice can remedy this. We must provide increasing and continuing education for all levels of our population, for Indian and Eskimo as



well as Canadians of European ethnic origin if we are to avoid chronic unemployment. Let us at least see to what extent education can help solve the problem of the unemployables. But let us approach the inauguration of such an education equipped with a knowledge of all the facts.

Professor Seeley dismisses as myths the optimistic hopes of those who see automation as a boon relieving men of the drudgery which can exhaust the body and cripple the mind. (p.3) But there are as many social scientists among the optimists as there are prophets of doom and "Les Docteurs Tant Mieux" include Marshall McLuhan, the recently deceased scientist Teilhard de Chardin, and the Director of Harvard's Institute of Technology and Society - Dr. Emmanuel Mesthene. Dr. Mesthene believes that at long last man has been freed by technology to do what he ought to do - think, build a world of culture and learn how to be happy.<sup>4</sup>

In evaluating the real accomplishments of the west in the last century, while not forgetting its sins of omissions, let us realize that an unprecedented population explosion, coupled with increased life-expectancy and lengthened work-capacity - all the results of the truly great advancement in science and especially medical science - has sent enormous numbers of would-be workers to swell the ranks of labour. The growth rate of the economy provided expanded job opportunity but the numbers of job seekers outstripped job supply. And it is among the ranks of the least educated, the least skilled, the least prepared to make a meaningful use of leisure - enforced or sought after - that unemployment persists. There is, however, an intensified demand for the services of the upper echelons of workers as we have indicated elsewhere:

Upper levels of workers - organization men promoting inter-personal relations, business planners, research workers, clergy, teachers, university personnel, doctors and other professional men -- all these are working 70 and more hours to prepare the "thought capital" and the services urgently needed to ease the swift evolution of contemporary society.<sup>5</sup>

For such workers the demand far outstrips supply. Again, the solution to the problem would seem to lie in education and motivation - in the developing of those with intellectual potential into the kind of workers and citizens our world needs. Marshall McLuhan and Teilhard de Chardin actually envisage the organized pursuit of knowledge as man's new work in the dawning era of leisure. Both foresee that the whole "mass audience" of man - youth, adult and the vigorous among the elderly - with their minds kept athletic by continuous education, formed into vast research teams assisted by computers, can be organized into an enormously powerful series of investigating teams.<sup>6</sup> As McLuhan puts it:

The multitude of individual perceptions of such a mass could be trained on any problem whatever, in the sciences, or in the arts, or in philosophy.<sup>7</sup>





If this should prove a true vision of the future - and not an hallucination - what a widely expanded teaching force we would need to provide the continuous and intensified education need required! Education alone would seek to employ an ever multiplying army of teachers and workers.

There is, of course, a serpent in this Eden as Professor Seeley indicated on page 5. It is upon the unready modern mass man - liberated from the necessity of work but not from the conviction that only work makes life meaningful - that the new leisure has been thrust. He panics before the necessity of choice to fill his spare time, escapes meaningful decision by resorting to moonlighting, drugs, alcoholism or a hypnotized spectatoritis before the mass media. But a philosophy of leisure such as the Greeks bequeathed to our Roman cultural ancestors could motivate to a meaningful use of time. Here, again, education would seem to be the key to a true renaissance of a vital pursuit of a renewed humanism.

I doubt that anyone could convince my hard-headed fellow Canadians that "what we have and have had up to now....is a slave society". (p.4) Too many of us have heard from grandparents or other relatives the harsh realities of a real tyrannical society to be frightened by bogey-men. Nor are the descendants of Dollard or William Lyon McKenzie likely to believe that all work in the past was motivated by fear of starvation (our resources helped our ancestors banish that spectre) or that it was "for all men - or nearly so - the principal outlet for the expression of the high-level hate and aggression that the system both generated and made use of". (p.5) I hope they find out what the "it" was into which the west's nose was rubbed, and know that they will, for the most part, rejoice to find something to the "eternal credit of the west" although it is still infected with that endemic disease of "system" which rouses all of Professor Seeley's ire. I doubt that they find any replicas of the amusing caricature of a "multiversity" on a Canadian campus, and hope the federal government does not scare before such a "Finnegan's Wake" image of higher learning and deny more funds to the province....funds needed for the new education. I am sure the Canadian farmer will rejoice to learn his good neighbour to the south is still "minding cows" whereas John Canuck has fences to guard his long-horns. I hesitate to abandon that "over-drawn distinction" of the "masculine-feminine dualism" in favor of a much stronger sense for continua, mixes, overlaps, etc., for our French brethren, presently intensely culture-conscious, have gone on record to proclaim: "Vive La Différence!" Accordingly, we have determined to make the dualism a part of our bi-cultural heritage. My fellow Canadians may recommend that a federal-provincial conference be called to discuss the "sustained struggle against the obsession with the scarcity of libido" (p.9), but I fear the Pearson government will be reluctant to sustain the struggle with any monies.

But to return to seriousness! During these days we are preparing to recreate ourselves as a nation in this pre-centennial year of 1966. While we study the relation of recreation and of the time-



work-leisure metabolism to the kind of education needed as a preparation of Canada's youth in a world of change, we will find plenty of fodder for thought in Professor Seeley's nineteen seeds for a new "system" of society and we will gratefully appreciate the stimulus provided by his dynamic paper. I will leave to my betters, the other members of the panel, the translation of his many suggestions into the "cutting clarities", and the "square" language of every day Canadiana that we may use what fits to set about planning the education of tomorrow.

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1 M. St. Michael, "Of Leisure and Electronic Man", paper submitted to Canadian Philosophical Society for Inter-American Congress of Philosophy, June, 1967, p.2. cf., Max Kaplan, Leisure in America: A Social Inquiry (New York: John Wiley & Sons, 1960), p.35 ff; Robert Coughlan, Life (December 28, 1952), p.69; Joffre Dumazedier, "Current Problems in the Sociology of Leisure", in International Social Science Journal, Vol, XII, No. 3 (1960), Special Issue devoted to Leisure, pp.522-23.

2 Rudolph F. Norden, The Christian Encounters the New Leisure (Saint Louis: Concordia Publishing House, 1965), pp.7-8.

3 "Of Leisure and Electronic Man", p.2; cf. Norden, op. cit. p.7.

4 Emmanuel G. Mesthene, "Learning to Live With Science", Saturday Review (July 17, 1965), pp.14-15. Compare his address to the World Council of Churches, "Religious Values in the Age of Technology", Geneva, July 13, 1966, p.16 of typed copy. See also Marshall McLuhan, Understanding Media: The Extensions of Man (Toronto: McGraw-Hill, 1964), pp.35-37. cf. McLuhan, "Address at Vision '65" in The American Scholar, Vol. XXXIV, No. 2(Spring, 1966), pp.196-205. See also Bernard Rosenberg, Israel Gerver, F. William Howton, eds.), Mass Society in Crisis: Social Problems and Social Pathology (Toronto: Macmillan Co., 1964); Bernard Rosenberg and David Manning White (eds.), Mass Culture: The Popular Arts in America (New York: free, Press of Glencoe, 1957).

5 "Of Leisure and Electronic Man", p.5. cf., Robert S. Weiss and David Riesman, "Work and Automation: Problems and Prospects", Contemporary Social Problems(2nd ed.,)New York: Barcourt, Brace & World, 1966, p.599.

6 "Of Leisure and Electronic Man", p.9.

7 Ibid., cf. letter from Dr. McLuhan, June 7, 1965.





## Questions Contributed by the Audience

### Professor Seeley

I will try to be very brief. It must be as hard for me to respond to five panelists, each putting out very brilliant new ideas, as it would be for you to respond to everything I packed in that paper.

I must say I am filled with some very funny feelings, what I heard from my panel was partly expansion of what I said, partly, curiously enough and I am frightened that I wasn't understood, mere restatement of what I said, with the air of contradiction, that is. I thought the clear implication of my paper was that education was central, welfare was central, time was short, hope was high, opportunities were unlimited. I thought these were the things I said, not things that had to be contradicted.

Nevertheless I also have a feeling of profound difference, so profound and so rare for me, that I hardly know where to begin. I feel, I think, as a reporter might feel who had found his way into the Christian catacombs in the Roman era and really got a vision and a feeling for what was happening there, and then had tried to come back and convince the Roman regime that something altogether different was already in seed in that society.

I am asked "where are the studies?", why are there not 60 footnotes, you know, in typical sociological style. I can only tell you I have lived profoundly in season and out for nine years with what, if I am not disrespectful, I might call the new Christians, and that the response I hear is very like the response I would have expected from a Roman citizenry. They would have said "well what can eleven people do, or what can these dirty, shaggy, out-of-the-main-stream people do in those obscure catacombs that we should take notice of?" The right answer would have been, if anybody had the foreknowledge: "these will inherit the world, the togas will go, and the crowns will go, the empire will go. These will inherit the world at least till what we call the medieval period. They will take it and they will reshape it, and it will not have any resemblance to anything you have known. Part of your tradition in terms of legality may survive. What you had best do is try to understand and come to terms with what is going on".

I must restrict myself to no more than three or four short remarks, on things that were said where profound differences lie. When Mother St. Michael said, where are the studies and where should I get the vision and the materials as to education and what is needed. My answer, and no doubt it is hers, my first answer is go out into the highways and byways and ask those who are to be educated. This is what I was recommending to you in connection with recreation.

Then ponder and search your heart as to what of it, together with the people you have talked to, what of it is worth doing? I repeat that



not only is planning from the top down likely to be intrinsically bad, but that in the present state of affairs, as I see it developing, first in California, later across the nation, later to this nation, it will not be tolerated because they simply think that that is a wrong way, an inhuman way to do things, a way that strikes at human dignity. That it is contemptuous of the potentialities of the disenfranchised who are always, as were Christians in the early days, always the seedbed of the future. So my answer is go out; talk, meet with them, ponder.

I am a little worried -- most worried -- about the statements about the role of free, private enterprise. Free, private enterprise means many things. The statement that he who profits most is he who serves best is so far from any reality that I am in touch with, that my belief is that he who profits most is he who can organize a combine for the sake of price fixing, that in effect robs widows and orphans of hard earned savings. Where the great corporations serve best, it is under public compulsion, it is a very dubious kind of service. May I remind you that it was private enterprise that brought the children in a Christain nation into the slavery of the factories for 16 hours a day and into being used as donkeys in the coal mines. Not till public policy struck down private interest in this sphere were we able to give effect to that which we alleged we believed in -- namely some belief in the dignity of men, some belief in the value of the human soul.

I can't deal with the question of the slave society and how willing people were to do the things that they did. I can only say that it's a long shot that from many, many psychoanalytic and other reports, that the amount of resentment that both goes into and motivates work in the most respected of our citizenry is much higher than you think.

As for the universities, my view is that Ontario is about to build with the possible sole exception of Trent University, precisely those machines. When Mother St. Michael has her money, not by her willingness but by the very nature of the system, her favourite word, we will build up here precisely those organizations, those man-factories, those multiversities from which the young, and the old alike, are turning away. We are about to build a "Magainot Line" that they have demonstrated cannot be held, and is morally intolerable.

Mr. Bascom St. John asked what is the educational technique to make people turn to self-improvement. My question is far simpler. I have observed it from the kindergarten up, and I have observed it in many places and, with profound feeling and much communication. Your question is simply how not to turn people off. You start with a child full of life, curiosity, affection, engagement in the kindergarten and you can watch in any school system -- the best just do it less worse -- how in the system you restrict, constrict and abort -- virtually destroy the child and turn out a piece that can fit as a cog into the machine we call the system.





The new message that I get from the kids is that if that is the way it is to be then let us put something before the system, and that what is to be put before the system must arise out of direct face-to-face confrontation of people who in that situation can and, in fact do, develop not just the new ideas but the new moral leadings, which I think at the moment are the hope of the world.

Steve Haydou - Township of Thorold

I find it very difficult to tell myself that now I am working, or now I am having leisure time. Do you have any guideline you could state that you could tell a person that you are now working or you are now having leisure time?

Professor Seeley

I think you raise a question as subtly and as well as it ought to be raised and I think there is a massive mistake in literature that takes things too much of their face value. My guess is that a mathematician engaged in the pursuit of a problem that he cares about by all external scientists working and perhaps working like mad, perhaps working all night, in his feelings he is at the very acme of what I tried to suggest we had to find in leisure. On the other hand, I know people, it appears the fact that in Crestwood Heights, who would go out to the golf course to play and when they were playing they were working, either obsessively trying to beat their previous record or to make friends and influence people or to develop business. So certainly it is not the externality. It is a question of what is your relation in what you're doing to what you are and to what you want to do with what you are. I would say that you are at leisure and in the highest sense of leisure when you are doing what you most deeply want to do most. The key is "most deeply" when you are acting on whom you may discover the other dissatisfaction -- the boredom.

Norman Pearson - University of Waterloo

Have we not really to apply these concepts to the whole world in the feeling that there are no frontiers and my question also is are we really going to be able to meet the challenge of applying these concepts to the whole world, I see people from Nigeria, I see people from Asia at our universities, I see papers which say we are going to face a food shortage in Canada in ten years at least to the point of importing? I see many challenges on the world scene which say we may be going into a Malthusian kind of world. And are we really, in that world, able to live in the security that North America has felt applies to this concept of leisure?



Professor Seeley

Everything that is implied in the new attitudes must of its nature apply to the whole world, it can't be otherwise.

George Cummings - Ottawa

I feel like Humpty-Dumpty. You had us all fall apart and all the Kings's men can't put me together again. I agree with you completely. My experiences in Ontario would demonstrate admirably dozens and dozens of examples of the very things you are pointing out as being wrong with our society. But it would help us I think sir, if you could give us some examples from some of the fields that I may mention here, where our present tactics or our present strategies or our means of organization actually do suppress or inhibit the aspirations that we have as individuals toward this freedom that you have spoken about. Now the areas of society that I think of, in which these suppression mechanisms are at play, are in the field of recreation, and I used to work as a recreation director, and I know that there are suppression mechanisms there. In the home there are suppression mechanisms there, in the school system, not the educational process, the school system, there are suppression mechanisms there. Certainly there are in business and my field happens to be management development and I know there are many suppression mechanisms there. Certainly there is in labour when labour feels it must express labour's point of view, and many many times in the community there are other places where suppression mechanisms go on which destroy my opportunity of being a free man in a free society. Could you give us some examples and maybe you would prefer to use American examples?

Professor Seeley

It sounds to me as though Mr. Cummings is a free man. Let me omit recreation, in which I am least expert though I have not spent any time in recreation, I had a decade of good times in the YMCA and know it and owe a great deal to it. The family, the school system, let me start from the other end and be positive again, and safest, the university, and provide a model for what I think is going on. Then if you want me to extend it to the family or the school system I will. Last year at the university where I was working, when I came back as chairman of the department, I made one simple statement. (I hope this won't be taken to be boasting; and it isn't meant to be; I just want it to be evidence on the table.) I made one simple statement as I took over that for want of a better word exploded the department and threatens to explode the university in the direction that I would regard as the most favourable explosion, the kind of thing I am looking for. I met with the students before I met with my colleagues and then met with them in a somewhat more difficult meeting and in both cases I made one simple statement. I could repeat this in the school system because I have done a similar thing there. I simply said that it was not clear to me and I did not think it was clear to anyone what it was





that students, whether graduate or undergraduate, or professors, or administrators could do best, but the important thing was to find out empirically, to maintain a dialogue with each other, sometimes with anger, but within a framework of love and respect, which I could count upon and which I was able to count upon and that apart from that quite literally there was nothing that I knew a priori they could not do. If they wanted to enter into the grading process or wanted to debate the grading, if they wanted to enter into appointments, if they wanted to enter in whatever way into the life of our department (theirs, the students, and ours the faculty) we would negotiate, we would fight, we would argue, we would talk, we would come to terms, and we would very often agree. This sounds like a very simple statement; in fact to them, I really limited it to the first sentence. Out of that grew the most incredible educational explosion in the department that began sometimes with something as small as five graduate teaching assistants meeting with one professor that they had invited to talk about the teaching conditions, the amount of money they were getting or the hours they were required to keep. This, then became a general seminar with 20 people and four professors, attending voluntarily, to discuss what is it that people who are not fully graduated can teach anyway? This in turn involved the undergraduates, one meeting in a tiny, tiny room were 90 undergraduates voluntarily, along with 30 of our 40 graduates and 12 of our 14 professors in full attendance all through an afternoon. Ince begun, it went on once a week throughout the year, and this was only one enterprise. They wrote papers about education, they wrote papers that were quite respectable about learning by teaching. The upshot, by the end of the year when I had left, was that they had worked out concrete ways of working. A given student or a given body of five students, worked with a professor to improve the course for those who were to learn, and for those who were going to co-teach with the professor. The professor found this was better than anything he had every tried. I heard last week by telephone that the place is simply swinging, and that in this "turning on", the (improved) morale has accrued most to the junior professors. Professors who were formerly privatized -- you know attending to research, coming to their classes, and then going home as much as possible -- are now spending 24 hours a week with students in educational enterprises that either the professors have started or the students have started and dragged the professors into, and this all gladly, willingly and warmly.

What about the family, what about the other things? I am only saying that in my opinion, that in nine cases out of ten, nothing more is needed than to hold your presuppositions lightly, be fairly modest, because we do not know what these people can do in their tremendous capacities, in their tremendous energies and tremendous moral force. Open the doors to discussion and then see how it develops from there in an organic process, as it goes in a good family and not as it goes in a bad army.

Mrs. T.A.C. Tyrell - Toronto

My question sir, I'm sure is naïve and I'm afraid it might sound





facetious though believe me I don't mean it to be that. I have been hearing about time for men, a freedom for men, to be and become and I have been trying very hard to visualize, or to imagine, what that entails for a woman in her own home, provided that in this new society we are still thinking of a home and family, some kinds we know today. There seems to be a tendency when we think of this new leisure to repeat "where are you going?" and the answer so often seems to be "out". If home remains where does it leave the women who is trying to manage the home. Most of us who have a home know that the most strenuous days we have are the ones when the family is all there, indulging their enjoyment of leisure, some getting up early, some sleeping in late, having snacks at odd hours, lots of extra dishes to wash, even if you have a dishwasher there's still work. It is the most strenuous day and along with that, what about children, you still have to wipe their noses, and you still have to wipe their bottoms. That has to be done, you do it not only because you want to keep the little brats clean but you do it because there is a sort of a warmth and affection which you want to stimulate and if that has to be done in a home in order to produce children who are capable of trust and affection, where does this leave women in the home in regard to this new leisure? I seem to foresee a great deal more rather than less work for such women in the future.

Professor Seeley

I am very happy that you asked this, and it is not just a conventional statement, for several different reasons. One is that I think I ought to tell you, if you don't know already, that this very question is an acute question, for it is already having papers written about it as you will see in a forthcoming issue of "Liberation". This is becoming an acute question for the very kids I was talking about who have been in this variety of movement and have suddenly realized that while they have been concerned about the liberation of all minorities and, while in speech, they wish to see women liberated, even inside the movement they have not yet managed to treat women as full persons and that this is a scandal which they themselves must remedy. So I am very glad to be able to make that point. The answer I think is obvious that men, once freed from the necessity of "arduous" labour are going to have to, and will want to share the equally arduous labour of child-raising whether that means bottom-wiping or psychologizing or discipline or cooking. This brings me to another point of half difference with Mother St. Michael. When I said they were already cutting the sharp distinction between masculinity and femininity and I think you see it in their garb and in their manner, and in a new gentleness among boys, this is itself already preparatory for and is actually engaged in a new kind of deal in which it isn't beneath a man's dignity to take care of "a baby" or to do a number of things that women have always done. I think you can see them spontaneously doing it, see them dressing themselves to do it. I think you can see them making up even their facial appearance in preparation for the day, which is almost upon us, when the only fair division of the





gains for superior production must extend to men taking on their share of what has hitherto been women's work -- and gladly I should say and hope.

Mother St. Michael

First, the difference between work and leisure is artificial. Actually some of these people who are working 75 hours a week love it. Going back to the beginnings of our civilization, the Greeks, many activities they considered leisure activities we would consider work. Their leisure activities was the work of a free man who had been educated. Their slaves did the work of course, that is the muscle exhausting task which produced the goods of consumption. I suggest that we must take a look at our terms and we must take a look at what we mean by rewarding and fulfilling activities. If some people want to moonlight, why not? I do think, if we look only at the West, we can produce enough cars, we can produce enough housing, -- not for a long time yet are we going to be out of a job even in that area. If we have brotherhood enough to realize that we must bring all peoples to a standard of decency, then I don't think you are going to be out of work in the arduous hard sense of the term, for a good century. You are going to have to teach these people too how to use all of science. Russia learned it very fast, but it takes centuries to discover, to do the research, to discover science. You can teach it in a few years.

I would like to know from Mr. Cummings what he means by mechanisms interfering with his ways of being a free man. Now if it is a mechanism interfering with your liberty if you meet together and discuss and say all right you go first today and I'll go last, and if I take a few minutes more you can't stop me. This is a reasonable procedure for setting up some way of going about things. If it means a law or a regulation, all right that's not a bad word. When people meet together to establish laws, I don't think that is interfering with your freedom. If it becomes systematized and something that was suitable a hundred years ago is now being used now, yes, that's mechanical and it's bad.

Men and women reach the age of reason at the same time. We can learn how to talk, we can learn how to vote. I think women themselves are going to be to blame, if the leisure era is not organized so that they will be respected as persons. I would like to suggest to you, as Pope Pius XII suggested 40 years ago, that women perhaps have an intuition about what really concerns the family. I think adolescents grow up much faster today, I think children reach the age of reason at five, rather than seven, and that they also reach the age of discretion much sooner. Today girls and boys mature faster than they did before. They are capable of marriage and enter our economic machine; I use that term deliberately with no sense of vilification. Because of the need for new skills, education has to take longer. Therefore the good job is not going to come until after the boy is the head of a family. His status in society is not really established until he has his well paid job. This is a very real, very factual, very difficult problem.



No we haven't solved it simply because it happened so fast.

I think in your family if while washing the diapers and swatting the bottoms you convince your child that you have some love for him, he himself will show you that he believes in law and order. He can say I am going to be president, and then you are going to do what I say.

About our Canadian universities, we do have small ones. This experiment in Britain and Ontario, and some of the other provinces, where we have the affiliated colleges, you have the opportunity to have a small educating plant within the big one. This could be very bad if we only centralize inefficiency. I am wondering whether in the field of education, by this dialogue, by this research into sentiments and attitudes, if we could bring back an Einstein, wouldn't he have the right to say to your students, "look if you want to split an atom you do it thus and so; this is the way we found out and it is a shortcut for me to teach you rather than for you to teach me how to do it". These are my four questions, and my four answers instead of one.

Dr. E.P. Ray - Peterborough

I have heard much about the explosive forces for change, particularly among young people. I do not wish to wait to see society changed by destruction. How in a small community can these forces be recognized? Secondly, how may they be involved?

Professor Seeley

I am not sure how to answer. How they should be recognized? I think you would have to strain not to recognize them. If you simply talk to people they will tell you what they want, what they are unhappy about. There is something in the present structure that prevents them. People want to tell you this kind of thing. So I have no problem about recognition.

How can they be involved? Involved from the very first minute I believe. This extends from a kindergarten tot to a contemporary or university president. The moment it appears that you take seriously what they are saying, and that you would do your utmost to do something about it if you could, the least you could do is sympathize, and the most you can do is cooperate. All the answers seem to be so simple.









MINISTER'S CONFERENCE ON RECREATION, ROYAL YORK HOTEL, TORONTO

November 10-12, 1966

FORECAST OF TRENDS AND DEVELOPMENT IN RECREATION

Robert W. Crawford





## FORECASTS OF TRENDS AND DEVELOPMENTS IN RECREATION

by

Robert W. Crawford, Recreation Commissioner, Philadelphia, Pennsylvania, at MINISTER'S CONFERENCE ON RECREATION, ROYAL YORK HOTEL, TORONTO, CANADA, NOVEMBER 10-12, 1966.

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In America at the turn of the century, there were only a few cities that provided any recreation or park services. For many years, those cities which did inaugurate programs were mainly concerned with activities for small children and athletics for youth. There were no broad, comprehensive, and well-rounded programs for all age groups. The same condition prevailed in Canada.

Organized tax-supported recreation is so young a movement in this big country; it deals with so many facets and problems and imponderables that it is almost out of the question to make any realistic forecasts, even for the immediate future. Nevertheless, we must try and visualize what the future holds, problems we will encounter, and what tomorrow's solutions will be.

We must pause occasionally to look above and beyond the many immediate details of our daily tasks, to lift our eyes from the ground level of crisis after crisis, and devote some time to an awareness of the need for fresh thinking in order to cope with the unique problems created by our change in environment.

Change is the major characteristic of the modern world. It has cut the chains which shackled man to earth and let him soar into space. In the past decade, there have been so many changes that have affected our lives that it is almost frightening.

We must stop talking about the changing world of some future time. The world had already changed. Automation, science and technology have all changed and remodeled the world and we are told by scientists and others that by 1999 there will be more startling inventions and we haven't seen anything yet.

Yet, in the midst of higher employment, more free time, more education, more things to buy, we have more violence, more mental difficulty. Leisure is growing faster than our capacity to use it.

What is the reason? Probably, our inability to cope with change. In our lifetime we have seen a crude craft called an airplane developed until now we have space machines going 17,000 miles an hour.

One out of five people moved to a new place, new job, new friends, new environment, new relationships. Most of us meet more people in one month than our forefathers met in a year.

We can ignore these new factors and forces. We may even remain unaware of them, but we can never escape them. If ignored, they will soon return to plague us and eventually engulf us. It is increasingly clear that our professional services and programs are so interwoven into the fabric of our society that we no longer can isolate ourselves from the social forces that only yesterday many of us considered outside the range of our professional interest.



The problems of this changed world have created, and will continue to create, difficulties for the recreation movement. In this new world, will leisure be a curse or a blessing? What we do today and how we plan for tomorrow will provide the answer. The lives of the masses must be meaningful and rich if the boredom of routinized automation is to be made bearable.

The challenge is simply this: Can we develop our recreation services in a warm and humane way that is people-oriented and springs from the needs and desires of the grass roots level? With the active support and approval of government officials and the lay public, I believe we can.

Why do we need recreation opportunities?

Recreation in its broadest sense - re-create might be a better word - has a major role in helping people to apply depth and understanding to life's experiences.

Recreation does not claim to be the panacea for everything and, generally, its importance has been minimized, but with the gifts of increasing leisure, this generation has the opportunity to rise to great heights in the art of living.

Community happiness will be measured by the quality of its recreation program and opportunities for the young and old and for everyone, regardless of circumstances. Whatever objective in life people have, whatever goals they may choose, the human heart's desire for happiness cannot be ignored.

Recreational activities are engaged in for the satisfactions directly received and not conscientiously performed for rewards beyond that satisfaction itself. The activity becomes an end in itself when the end includes the many concomitant values such as physical, emotional, cultural and spiritual.

Recreation programs cannot survive by basing their justification on the isolated pinnacle of satisfaction and enjoyment as the end result. While these values form the summit of our objective, they cannot stand without supporting or concomitant values. Merely keeping young people busy and off the street is not sufficient justification for expenditures of large sums of money for recreation. It is what happens to the individual as a result of his participation that counts.

The answer rests largely with leadership, a richer and more abundant life for all, the fullest development of every individual, closer knit families, more neighborly communities, a more spiritual life and a stronger nation. These are the goals worthy of striving for.

In looking toward the future, think what has happened during the past ten years - man walking in outer space, computers talking to other computers, medicines to end old illnesses, polio gone, new methods to teach children, supersonic airplanes, live TV from overseas, pictures from the moon, profits up, more jobs, greater population - and what lies ahead? Undoubtedly, more advances, more growth - even at a faster pace.

Now is the time to be aware of greater changes coming. Now is the time to think over what we can do about them. We can no longer use outmoded methods of providing





services to the people. We cannot afford to continue the old fragmented approaches of the past. Instead, we need new and comprehensive and flexible programs. Many of our old traditions must be discarded. New services must be developed. More and more of the people are living in the urban areas. Up-to-date modern facilities must be secured.

If we are going to have a richer life for all, then in addition to a productive economy as a base for a better life, we must have more time for culture, for reading, for recreation and for better health.

What are some of the developments that lie ahead? What changes must be made? I have listed a few.

Greater Emphasis in the Future will be on the Following:

1. Programs - Municipal Tax-Supported

Many recreation programs are entirely lopsided, are geared to physical activities, to handling a ball of some type. We use 42 balls in our recreation programs and we need physical activity, but we have other types to serve - the social, mental, creative and service-minded. Three quarters of most of all organized programs are for boys. In too many cases where we have girls' programs, the activities are copies of the boys' activities.

Efforts are being made and will continue to be made to provide a better balanced and more varied program and to serve all age groups on a year-round basis for pre-school children to senior citizens. Since a large segment of our population is now over 65 years of age, we can readily understand that we have a senior citizens problem. There is a growing trend to provide more programs for the senior citizens. We are also going to have to touch segments of the population that have never been considered a vital part of recreation programs. I am referring to the handicapped, the home-bound, the retarded and the hard-to-reach.

More emphasis will be placed on the cultural programs, such as music, drama, arts and crafts. We have embarked on a program in Philadelphia to bring opera and ballet to the disadvantaged areas of our City. These programs are co-sponsored with the professional opera and ballet companies and are held in the neighborhood park or playground. A portable stage is used and it is simply amazing what a warm and cordial reception the programs have received. People are thirsty for good cultural opportunities. I suggest we do the same with drama and art.

Why not bring these cultural advantages to the grass roots level? In the Philadelphia Recreation Department we have several cultural centers where those gifted in music, drama, dance, arts and crafts are encouraged to attend. There are opportunities for all, not just those at the beginning or intermediate skill level. No doubt program opportunities with highly skilled instructors in many areas of the recreation field should be made available. People are willing to pay for classes with outstanding instructors.

Today, as in the past, there is an over-emphasis on physical recreation at the expense of many other activities that rightfully belong to a broad recreation program.

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art, music, instrument playing, swimming, sewing, cooking, baking, family camping, golf, tennis, fishing, gardening, and many others should be major items in a broad recreation program. These are all useful in adult life. I am not advocating taking away the ball, but we should supplement the sports and athletics programs with a broadened program that will supply opportunities for all.

We must seek ways to bring the best in music, drama and art to the culturally deprived. Providing transportation for visits to the great art and cultural centers may be one way, or bring art and music to the people. One cannot appreciate cultural opportunities unless he is exposed to such programs. There is a trend toward more adventuresome sports such as scuba diving, mountain climbing, sky diving, snow and water skiing, go-go carts and sports car racing.

In the United States the Federal Government is also becoming more concerned with recreation opportunities, especially for those in disadvantaged areas. For example, our department has received this past summer, almost a million dollars for a more comprehensive program in the poverty areas. Programs include urban day camp, play streets, and weekend overnight camping for families, as well as trips for culturally deprived youngsters and teenagers to various places of a historical recreation and education nature.

The programs of the present, as well as of the future, should be geared to the needs and requirements of the neighborhoods they are intended to serve. No two neighborhoods have exactly the same needs and we must not stereotype the programs from the central office. The citizens must be consulted and the program services developed to meet their requirements.

There will be less spectator activities and more emphasis on individual participation. Most spectator activities are merely a choice between dullness, boredom and nothing to do. A soft society is one content to sit while others perform not only in sports, but in all types of recreation activities. The danger of becoming a sitting nation looms large. The law of disuse means deterioration. This does not preclude the joy and the emotional response which can come during and following a concert, a worthwhile play, a hockey game or a swimming meet. It does mean, however, that there is no substitute for one's active participation in a wide variety of leisure-time pursuits.

### Facilities

What kind of Facilities will be needed in the days ahead? Surely, better than what we now have?

The standards we have been using for recreation areas and facilities are inadequate and obsolete. The present standards have been based, more or less, on area to be served. A playground every one-half mile is meaningless. What is the acreage? How is it to be developed? For what age group? Will the program be year-round? Has the facility parking features? Are both active and passive opportunities being offered? Will the tone of the community be raised as a result of the recreation area?

Too many of our playgrounds are dull, drab, lifeless and uninteresting. Some are even eyesores. There is no need to continue this outmoded concept. Recreation facil-





ies can be built with imagination, color and provide opportunities for imaginative and creative expression, yet designed in such a way that the tone of the community will be raised. Too often we are still planning yesterday's facilities for tomorrow's use and in some instances, we are using someone's castoffs and are wondering why children and youth do not find the recreation centers and playgrounds attractive.

More and more use will be made of portable facilities. We began this year to use portable swimming pools. These are small pools that can be utilized for swimming instruction for younger children. The water is 40" deep. Portable ice rinks, playground equipment, play streets, mobile playground units, sprinklers attached to hydrants are a few examples of what we may have in future mobile programs.

Every neighborhood needs its own recreation areas, even though they may be small. They must be readily accessible to the children and youth. The trend, especially in congested areas, will be for smaller buildings and areas. Vest pocket playgrounds and parks will become more popular since they will serve the immediate neighborhoods. These will become more popular because they provide recreation services close to the homes of all children and youth. Studies have been made that show the greater the density of population, the less distance children will travel for recreation.

Thus, it would seem practical to have smaller areas, highly developed with more professional staff for densely populated areas. Philadelphia recently built a number of vest pocket playgrounds with all the facilities of a normal playground except the grass fields for major sports. These areas range in size from less than  $\frac{1}{2}$  acre to an acre and a half. Formerly we would not consider this size area and our standards would not recommend an area under 3 acres. These small areas will complement rather than replace the larger facilities.

We have just started to design a large recreation complex in our City which will cost, with land acquisition, almost  $2\frac{1}{2}$  million dollars. This will be a community facility that offers besides recreation, health and welfare services, pre-school programs, nursing school, latch key programs, counseling service on family problems, health clinic, besides a comprehensive year-round recreation program for all age groups will be conducted - all under the auspices of the Department of Recreation. Surely, this is a trend for the future. -- A coordinated team approach using all disciplines to serve and enrich community life.

Thus, if recreation is to be an effective instrument for human development, it must assume the role of a prime agent for community development and become involved in action programs to effect meaningful changes. A coordinated and often integrated approach to capital and program planning and implementation needs to be forged, which will require substantial statesmanship and leadership on the part of professional recreators.

### Leadership

Leadership, more than areas, facilities or programs, determines the success of a municipal recreation system. Unless local government employs competent and trained leadership to develop and operate and supervise the program, the community will not receive the maximum return from its investment.



The tasks involved in organizing, administering, and supervising a city's recreation areas, facilities and programs require the services of qualified professional personnel. This can no more be left in the hands of untrained personnel than can the functioning of its educational system. Unfortunately, however, the opposite is often true when unqualified personnel is employed to supervise and administer recreation programs and facilities. Unqualified personnel can set back a recreation program twenty years. This should not happen and when it does, it is a reflection of good municipal government.

Although many of the universities and colleges in America have a recreation curriculum and provide undergraduate degrees, many cities do not recognize the professional standards that have been established. You are to be congratulated that in Ontario, the legislative Assembly of this province, acknowledges by law the designation R.D.M.R. (Registered Director of Municipal Recreation) and empowers qualified holders to use it publicly.

This is a mighty big step forward in reaching for professionalism. I wish we had one of our states do as well. Still, what Ontario has done is fine, but we have a long way to go to professionalize the movement and have government officials and the public recognize the importance of this movement being directed by professionally trained people. The professionals must be attuned and sensitive to community needs and have the skill to develop a program which incorporates these needs. It is clear in the light of the past and present efforts to secure trained personnel that we must seek other classifications at the sub-professional and skill levels to supplement the professionals' efforts. No doubt these classifications can be developed and training given in various recreation skills through the Junior College curriculums.

### Volunteers

No matter how many professional people we are able to train and retain, they will never be adequate to provide all the leadership that is necessary in the recreation movement. Even if we had the funds and the personnel, it still would not be desirable to have all the activities conducted by the professional or the sub-professional.

We must secure and train multitudes of volunteers who will carry out specific programs and engage in a wide variety of activities that are necessary to any well-rounded recreation program.

One of the basic objectives of recreation is to help themselves. Involvement of people is essential and I am annoyed when some of our contemporaries say that volunteers are a nuisance. In Philadelphia we use thousands of volunteers in our programs. We encourage at every recreation center and playground the organizing of an advisory recreation council.

The council is composed of citizens of the immediate area who interpret to the department the needs of the community and assist the supervisor in carrying out the program. I do not believe that we could carry on our program without the help of these dedicated citizens. Possibly, the greatest challenge of all in the days ahead will be, as it has been in the past, working cooperatively with the people.





I sense a growing resentment at the grass roots level of self-imposed programs, of ideas from above. The involvement of citizens in the decision-making process is paramount if we are to get the support and achieve the success that we desire.

Most important is the involvement of citizens at the neighborhood level so as to ensure that the program meets the needs of the people. We have found every effective and most desirable, public meetings for interested citizens when new or modernized facilities for their neighborhoods are discussed.

An effort must be made to enlist more volunteers at all levels so that the programs can be enlarged and enriched. Helping people to help themselves so that they can become recreationally self-sufficient is one of the primary objectives of recreation and park professionals. Serving others is one of the most noble uses one can make of his leisure time.

In order to involve more fully the young people, we must delegate to them greater responsibility. Youth needs responsibility to make them feel that they have a part. Some times, it appears that the greater our budgets and staff, the less attention we pay to our volunteers. Recruitment, training, and retaining of volunteers is going to be one of the biggest challenges we have in the days ahead.

### Relationships

An unbelievable amount of money is being wasted because of the overlapping and duplication of facilities and programs. Municipal tax-supported departments have a responsibility to see that all facilities, public and private, are used to capacity. Especially is this true among public agencies. There should be a close relationship with schools which would assure that their facilities are being used for community-wide purposes at times not used for public education.

There is a trend toward community-park schools whereby the school plant will have facilities that can be used for a wide variety of purposes of an educational, recreation, health and welfare nature. The trend is toward mobilizing and concentrating services which cut across discipline lines on a community basis.

A most significant innovation and one that will no doubt grow in the years ahead is represented by the creation of the community school concept as a special demonstration in which several sets of human, social and educational variables are organized for systematic testing and evaluating.

In using the school as the center for the mobilization of social, cultural, recreational and economic services for the purpose of meeting the needs of the community, provision for meaningful stimulation and encouragement of individual development and active community interest is obtained. Thus, the schools can extend their influence so as to reduce barriers in the family, in the neighborhood and in the culture of its region. The recreation departments and the schools must join together in providing recreational and educational services.



There is no reason why a school, playground and park cannot be built into one complex where the facilities, staff and program will complement each other. I have seen so many examples of duplication of facilities and services, and even competition for clientele that it is amazing that the governing bodies would allow such overlapping and thus a waste of funds.

There are many other agencies that we will be called upon to cooperate with such as housing, hospitals, libraries, museums, cultural institutions and historical societies. The Recreation Department has a major responsibility for coordinating leisure programs in the community so as to achieve maximum results.

### Subsidation of Recreational and Cultural Groups

There is a growing awareness that organizations and groups of a cultural nature that provide services of a high caliber cannot receive adequate financial support from the private sector. There has been a gradual decline in support or the costs have risen so sharply that many have begun to seek government subsidies.

I am not discussing the pros and cons of this trend, but merely stating a fact. Let's take a few examples. Opera, in our country as in most all European countries, cannot survive without government financial help.

In Philadelphia we subsidize three opera companies. The same can be said of museums, of art, natural sciences and fine arts, musical concerts, and a host of others. Each year we are receiving additional requests from other groups and for increases from the present groups that are being funded.

It looks like government is in the business of subsidizing the private cultural agencies and I believe the trend will be for more and larger grants. A study has recently been made as to whether there is any interference on the part of government on the programs of those receiving grants. I do not know the nationwide results, but I know that in Philadelphia we pride ourselves on the fact that private boards of these organizations control and run the programs without interference from our Department.

### Fees and Charges

The charging of fees for recreation services by municipal government has been a matter of controversy in the field for many years. The pattern used to be one where fees were at first token charges to replace materials used for special services. Now the fees have become a regular means of supplementing the recreation and parks tax levies and appropriations. The charging of fees seems to be mainly in the use of facilities requiring large capital investments such as ice rinks, swimming pools, golf courses, bowling alleys, camps, lighted fields, ski tows, etc.

There is a definite trend toward charging special fees for non-residents. The danger of increasing local fees for recreation is that under the pressure to offer more and more sophisticated recreation to more people, we may price ourselves out of reach of those who need recreation most -- the low or lower middle income groups, especially





with many young children and retired men and women. This matter is of serious concern to recreation departments and to some welfare groups and labor organizations.

It would appear that municipal recreation departments making charges should have clearly defined policies relating to whom the facilities are designed to serve and any schedule of fees and charges should be subordinated to this policy.

Recreation administrators should not be put under pressure to increase fees and charges so as to meet shrinking budgets. Every municipality should work out a sensible policy, keeping in mind that municipal recreation should be made available to all, and when fees and charges are made, these should be low enough so as not to eliminate participation of those who desperately need the services.

### Acquisition of Adequate Land

Since the bulldozer is eating up open space at an alarming rate, the practice of conservation of present park and recreation land, as well as the acquisition of new land, is one of the most serious problems facing the recreation and park field. Postponement of facing this problem will only add to the costs of later acquisition. There are few municipalities that have not been threatened or will be threatened in the days ahead with loss of valuable recreation land for freeways and highways as well as for other purposes. A program must be developed whereby recreation and park land that is taken for other purposes must be replaced and the departments should be reimbursed for the value of the land. In this way, additional open space can be purchased and at least the same amount of land will be available for recreation and park purposes.

Some cities have made use of the space below the established grade line of the highway for recreational purposes, which in no way interferes with the free flow of traffic. There is no doubt that valuable use can be made of the space under the elevated highways for limited recreation use.

The real struggle in the days ahead will be to keep what park land we have and government officials, conservationists and the public in general must be ever alert to pass on to future generations the park and recreation land we now have as well as prepare an aggressive program of more acquisition.

### Donation of Land & Private Gifts

Over the years many municipalities have received donations of recreation and park land from public-spirited citizens. With the gradual disappearance of large land owners within urban boundaries, it is becoming increasingly difficult to obtain gifts of land. At the same time, any sources of securing land for recreation purposes, especially in our congested areas, should not be overlooked.

With municipal governments finding themselves in a position where it is increasingly difficult to appropriate the necessary funds for recreation and park departments, it is going to be incumbent upon us to try to tap every possible resource. This would include service clubs, citizen groups, parent organizations as well as business, labor



foundations. We will have to concentrate on developing a program that would encourage grants by various organizations, groups and individuals.

### Research

There is a great need in this field for more scientific data. We need to know what is being tried, what is working and what isn't working and we want to know why new techniques will be required. No doubt new problems will be encountered in the days ahead.

Very little has been spent on research in the recreation and park field. No big business concern would put a new product on the market without going through market research. Yet, how much market research is done on the products of recreation programs?

Today it makes good sense to give federal aid to research on our cities as two out of three people live in the urban areas. Every year a million acres of rural land are converted to urban use. A greater allocation of national economic resources is needed to help solve the problems of our urban areas. But, money alone will not do the job. We need more and better minds concentrating on finding solutions. We need more and better trained people working full time in urban research and development. We need new and better tools and techniques. We need creative urban personnel unafraid to test the unknown. Recreation, as a profession, will not reach its full potential and will not serve the citizens of this great country until we develop new knowledge and how to apply it. This is one of our biggest challenges in the days ahead.

### 1. The Road Ahead

In looking ahead and in trying to focus what is going to confront the recreation movement, it is apparent that we must unite and move down the road with vision and foresight. We must seek ways and means of making available for all, the opportunities to realize the full potential of what enriched and meaningful leisure will do for the individual, the community and the nation.

To realize these goals, we must depend on citizen concern and citizen action. If we are to get the necessary cooperation and coordination in solving the problems of leisure, and to make our countries better places to live, we need creative and bold, and broad, and more imaginative ways to solve our problems. All citizens must be intimately involved in our recreation programs if we are to make substantial progress.

In any case, the winds of change are, and will continue to blow through the recreation and park field. May they bring fresh air and renewed vigor to us all! I hope you face it and win in Canada.









MINISTER'S CONFERENCE ON RECREATION, ROYAL YORK HOTEL, TORONTO  
November 10-12, 1966

PANEL DISCUSSION on  
Mr. Robert W. Crawford's Paper  
FORECAST OF TRENDS AND DEVELOPMENT IN RECREATION

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Panel discussion following  
Robert W. Crawford's address, November 11, 1966  
Minister's Conference on Recreation

Address of Dr. Gillies

Ladies and gentlemen:

It is a great pleasure to be here this afternoon to comment on that truly fascinating paper of Mr. Crawford's. There is really not much one can disagree with about what he says. I am sure you have heard, ever since this conference started, that the problems, or the advantages, of leisure time are springing up from two basic sources.

One is that the economy has become so much more productive that we are able to produce goods and services in shorter working hours and therefore people have more time. The problem is also complicated because we have a different age structure than we used to have in our population. I hope that the economy will continue to be productive and I'm sure it is going to be so. I don't bear with those who worry about automation, my concern is that automation doesn't come fast enough.

You know in Canada at the present time we've got more young people and more old people than we have ever had before. So if you think about this for a second, it means we've got fewer people in the labour force than is traditional. And if these people in the labour force cannot produce more, which means more automation, we are going to have a hard time maintaining the standard of living that we now have and having in the future as much time as we've had in the past. Automation can come too fast, of course. You may have heard the story about the people who were flying across the Atlantic. They got half way across and a voice came over the p. a system and it said, "you may have noticed there are no stewardesses on this plane. You may be interested to know the plane took off from Malton with no pilot or co-pilot. It is going to land in London with no pilot or co-pilot. You are in the middle of a great experiment in automation, but don't worry because nothing can go wrong -- nothing can go wrong -- nothing can go wrong." --

So, you have to watch when automation actually comes. But we will have more automation; our standard of living will continue to rise.

Another thing affecting leisure time, of course, is the change in age distribution of our population. In Canada there are now more young people; half the people in Canada today are less than 25 years of age. And this generates a tremendous pressure to provide proper recreational resources for this age group. Many of them are solving the problem for themselves by getting married very young. Do you realize that one out of every six Canadian girls that are 17 years of age is married, one out of every four who is 18 years of age is getting married. They are having children earlier than ever before. When I was a youngster going to Western University, if you knew a married man, he was somebody to whom one went for advice under



difficult circumstances. Now I notice at York that most of the students are married, even though they are still in college. So we have many, many more younger people and they need special recreational needs.

We also have many, many more older people and they too need special recreational assistance. What we should do about these older folk in the communities is a very interesting question. In spite of the things that you may have read in Life and Look about "senior citizen communities", older people are not terribly mobile. It is very interesting to remember that the highest proportion of old people in the United States, for example, live in the state of Vermont, which is not the warmest or the most attractive climate in the nation. California has not attracted an inordinately high number of old people to its population. Florida has attracted quite a few, but they mostly have been going there for 20 years.

A few years ago I was asked by the governor of Hawaii to do a study on the possibility of building a senior citizens' community in Hawaii. These have become very popular for folks over the age of 60; they provide built-in recreational resources and things of this sort. We put interviewers all across the United States east of the Mississippi River. We asked people over the age of 60 if they would like to move to Hawaii to a senior citizen project; most of them didn't even know where Hawaii was, let alone wanting to move there. But the thing we found, that I thought was very interesting about these special older communities, is that the people living in them consume far more alcohol than people that lived around about them. I wondered why this would happen, but then after looking into them I decided you would have to be half gassed to live in one of them anyway. So I am not sure whether we will solve our recreational problems by building communities of this particular sort for older folks. But that doesn't let us escape from the fact that we need special recreation facilities for older folks.

The young people, of course, need open space and the point that was made this afternoon is, where is this open space to come from? When I look at the problems of municipal taxation I really have grave reservations whether or not we are going to raise through the public tax dollar enough money to provide recreational space near the places where people want to live and work. I think that our great hope of getting the small parks that we have to have for serving the needs of the young people, and the young couples as they grow up, is to make it possible and indeed encourage the subdividers, when they build their subdivisions, to leave much more open space than they ever have in the past.

It is a very interesting thing that, as we build houses throughout the years, we change them somewhat, make them a little more attractive, but we haven't really changed the design of the subdivision at all. We still build subdivisions with little houses with picture windows looking right across the street into other picture windows, which is all right depending on who your neighbour happens to be. The fact of the matter is that we can and know how to design subdivisions with open space in the





centre. There is no reason why we couldn't have central parks that are put in by the subdivider and have community swimming pools, community tennis courts and things of this sort, and the separation of pedestrian and vehicular traffic such as they have had in Radburn, New Jersey, for generations. When this doesn't happen the subdivider says it is because (a) he can't get financing from the bank or (b) he can't get the planning commissions in the local communities to allow him to build subdivisions in this way.

One way in which we can make some progress, I think, in providing the open space that we have to have in our fast growing subdivisions is by planning officials, our zoning officials being somewhat more imaginative than the private subdividers are. Certainly it also follows that in planning our communities, we ought to be able to design them in such a way that our industrial, commercial and residential areas are built side by side. It has always been an amazing thing to me that we worked so long to get the 40-hour week only to add 20 hours of commuting on top of it. The only way we will ever solve the transportation problem in the city is to eliminate the trip. The way to eliminate the trip is to build communities in such a way that our residential, industrial and commercial areas are reasonably close together. Certainly we ought to be able to design our school system so that a youngster can walk to school without crossing a major thoroughfare.

So my point here is that we do need a great deal of help. We do need a great deal of financial aid, but there are lots of things we can do by imaginative planning and zoning which would make a contribution towards the better use of our land and, in that way, give us more leisure time to use it effectively. We also, of course, have to have more research in these areas, and research is enormously important.

Address of Mr. Max Bacon

Ladies and gentlemen:

It is pretty difficult to follow such eloquent speakers as Mr. Crawford, and then Mr. Gillies, but I will try.

I think Mr. Crawford has given us a pretty comprehensive review of the present situation, and in a very forthright manner has suggested many of the avenues that must be followed in years to come. I must start by saying that I really don't disagree with anything that he has said. There are some points, which I think perhaps he might have stressed further, and I would like to give a little elaboration to them.

One of the statements that he made was he thought we can develop our recreation services in a warm and human way, that is, people-oriented and springs from needs and desires at the grassroots level. He asked it as a question, and answered that, with the active support and approval of government officials and the lay public, "I believe we can." I don't think





we can emphasize too much that our efforts in recreation, education, highway-building, city-building, planning are and must be directed towards creating the best possible environment for the total population. But if one looks around our cities and our countryside, I don't think this belief appears to be the guiding principle behind most of our developments. I think it is partly because each group tends to fight strongly for its own interests. That leaves the weaker groups, and he spoke of these as the under-or the less-culturally-achieved groups, the old people and the very young, far behind in this race. I think also partly because there is a lack of coordination at and between the many levels of the government that administer our recreation and city-building programs and the use of our renewable and unrenewable resources. I think this proliferation of governments, levels of government, boards and commissions, is a very serious obstacle to our building a creative and really meaningful system of cities and recreation spaces across the country. When we realize that in the next 20 years we are going to have to build, so reasonable estimates would suggest, about as much again as we have already built in Canada, that is a pretty serious thing to contemplate. I am satisfied that we must try a good deal more experimentation. We have got to be a good deal more alert to the possibilities that are inherent in schemes which may seem a bit "way out", but which I think we have got to try or we are just not going to come up with solutions which are adequate to meet the needs of the future.

The situation we have now is rather neatly summed up in a booklet called National Parks Policy formulated by the National Parks Branch of the Department of Northern Affairs and Natural Resources. I quote from that; it is rather revealing I think:

It is clear that planning cannot proceed toward sound objectives without the guidance of firm policies. This does not suggest that there have never been policies to guide the administration. The fact is that the policies have been developed piecemeal and have not been adequate to assure that real objectives will be maintained or reached. Often policies were developed to correct a situation rather than to avoid it. What we have sought to establish (this is in the policy that they formulate) is a positive, organized and coherent statement of policy. If it is to serve a worthwhile purpose, as far as the planners and administrators are concerned, policies must have stability, but continual review. They must have continuity beyond the term of office of the government, the tenure of particular groups of senior officials, or the changing of the demands of commercial interests. Policies must be established after only the most careful consideration and study by the National Parks Branch and others; and once established the basic tenets of policy should not be in danger of change without thorough study and consideration.





I think this was a pretty big step forward for a government to admit that its policies had not been coherent and that it intended to establish new ones after thorough study and research. I am certain from my own experience this statement could be applied to many other governments and to private enterprise systems and administration. In case it appears that I am being hypercritical, I must quickly recognize that much has been done and much is now planned. However it is evident that a much more courageous program must be followed in the future.

Our speaker emphasized the fact that recreation facilities can be built with imagination, colour and so on, and provide opportunities for imaginative and creative expression. I wouldn't deny this statement for a moment, but if one looks around southern Ontario, as we are here, or any other part of Canada, there appear to be very few instances where the facilities he suggests are evident. Yet in Europe, particularly Scandinavia, and in Philadelphia, of course, these opportunities abound. It is staggering how small, very much less wealthy countries than ours have managed to build simply superb facilities for all age groups.

Dr. Gillies suggests that one of the reasons why we are not getting more open space, and I think more open space is linked with the imaginative use of this space, is that planning and other officials at the local level are not imaginative enough. I don't think that he is right. I think that many officials are imaginative but that the elected representatives, by and large, are more conservative than I think they need to be. I think that they can get away with very much more experimentation than they believe is possible. If more open space is given, if small tot-lots are created, one-lot play areas, which Mr. Crawford said have been successful in Philadelphia, they won't be the tremendous maintenance problem that many elected officials think is going to be the case. I think we can use a great deal more imagination. Also we have got to think of all the little things that can be done to improve the open space that we do have. We have also to think of other things which would be extremely helpful, valuable and desirable -- allotments or vegetable gardens, for instance, for those who live in high-rise apartment buildings. This has been tried and it works in many areas. I am sure that many people will want to take up the opportunity of digging a bit of ground, if they are living say 25 or 30 stories high in the air. To be able to walk comfortably to a nearby allotment area would be a tremendous thing for them. People do want to garden, even people who have never had gardens before but just small spaces in the back, generally full of rubbish. One can see tremendous gardens in re-development areas. The prize example that I can think of immediately is in the redevelopment project in St. John, New Brunswick. The gardens in Courtney Place housing area, which is in a pretty scruffy part of the very old city, are absolutely magnificent. The standard of roses there is just wonderful.

I think we have got to think in terms of our recreation systems of building crèches and running them municipally, so that women who,





as was mentioned this morning, are tied to the house, can get out and enjoy many of the things, "tab" groups, and things like take-a-break groups, which are run by the YMCA and so on. They want to get out but it is pretty difficult to foot the babysitter's bill for \$2 or \$3 just to get out for a morning.

I think we have got to build much more imaginatively in our schools themselves. I know very few schools where the size of the rooms, the doors, the ceiling heights, the scale of the windows, the sill heights, and so on, are in fact geared to children. I was in a nursery school and kindergarten school the other day, a privately operated one, where all the door heights were six feet and the ceiling heights were six foot six. This makes a tremendous difference to the feeling of the room and those kids in there felt much more comfortable than if the doors were seven foot six or seven feet, and the ceiling heights ten feet. These are little things but I think they are practical things which we can easily do with very little more expense.

I think we have got to experiment with a good deal more open space in our subdivisions in terms of its usefulness, but it needn't be, as one municipality I know has as a firm policy, that all space dedicated to the municipality shall be absolutely rectangular. If you suggest a queer shaped piece of space as one does in taking account of the landscape and the contours and so on, they just won't accept it. Well these things I think have got to be overcome and we have got to recognize that, in order to make use of the resources that we have got to go a good deal further with our imagination.

I have a little story that will illustrate one of the areas that Mr. Crawford suggested we have considerably underestimated, and this is the imagination of children themselves. I'll cut it as short as I can. Once upon a time there was a valley and on its banks grew trees behind which a farmer tilled his land. He having an affinity with nature from which his livelihood sprang did not cut down all the timber on his land but left a copse in the corner of his field by the stream, amongst which the cattle and horses would stand in the summer when the sun was hot. It shielded his house from the prevailing wind and the superb colours refreshed his spirit after a long day of toil. Gradually the city grew out towards the farm and eventually houses sprang up where the cows had grazed. Ribbons of concrete were laid in the valley so that demons of steel could hurtle to the city centre, prevented from attacking each other by the metal guard rail between the opposing forces. In the valley a golf course was built so that executives and their charming wives could chase little white balls around and relax in sophisticated surroundings after their energetic walks. Schools were built and around them manicured lawns were carefully tended behind the strong steel mesh fences. Everywhere the roads were curved, and the storm sewers functioned superbly to keep the whole area dry, clean, sanitary. Somebody bought the farmhouse, they were wealthy and they lived happily with the trees surrounding them. Although the children





in the local school shouldn't have legally done so, they wandered in the woods and their imaginations were aflame. One day they were trappers stealing silently through the snow after the most ferocious wolves, another day they were Indians hunting deer. Each day as they wandered from the bare school grounds they found a new experience and learned of nature's magic. The woods were a classroom in which they would happily spend a lifetime. Progress marched on and the time was ripe for the chainsaws to come in and saw down the trees. Each day the children sat in class fretting as they heard their beloved cut. On the way home from school they pulled out the stakes that the developer had put in for the apartments and the parking lots. Once they snow-balled the men who used the chainsaws. There was a battle royal; their blind fury venting itself upon the people who would destroy the precious jewel of their realm. They even wrote Santa Claus asking him if he could let them have their woods back as a present.

This is a true story and a recent one. It illustrates one fact of life that I think is very largely overlooked -- it's the world of the child's imagination. I think we have got to think about that a good deal more. Lewis Mumford wrote about it 30 years or more ago. I think we have got to leave mud and trees in the places where the kids can go out and build tin shanties and things that we wouldn't like to have on our neat suburban lawns.

Lastly I would like to just mention briefly this whole question of relationships between government departments, and I would like to illustrate it with an example. If one takes a population of 20,000 in an area which is roughly of high school size, and calculates out the amount of land that the board of education and the parks committee would normally use, one comes up with what they would buy if each area was bought separately according to reasonably used standards and government approved ones. One would find that the total acreage would probably come to somewhere in the region of 120 to 130 acres. If one integrates all the facilities, as I believe one can readily do, and is in fact being tried on an experimental basis in the city of London, one can cut out between 40 and 50 acres of that land, and still provide exactly the same facilities with a net saving of somewhere up to a quarter of a million dollars in an area where the land prices are reasonable, say \$6,000 an acre. This is a staggering amount of money to save for each of those high school units. Of course, in an area like metropolitan Toronto, where land prices are very much higher, one could save very much larger sums. I think this is the sort of thing which I was most heartened to hear our minister discussing yesterday, saying that we must make a much greater effort to integrate our facilities.

It is not only in land that there are tremendous savings in the order of a quarter of a million dollars per 20,000 population, but also in terms of the building one can also save another half million dollars by simple expedients like putting the washrooms at the end of one of the corridors in the school, so that that section can





be locked off and can be used economically, from the maintenance point of view, by the parks system people. It's being done all over the United States and it is certainly being done in Europe. I know of only two municipalities that have thought this out and made it work in Canada. This is absolutely staggering in my mind.

There are no municipalities that I know of in Canada (I'll admit that I know the west comparatively little although I have specifically looked for this when I have been there) where there is really an integrated system of parks and recreation facilities. There are certainly none in Ontario. There are isolated facilities dotted around the map, sometimes integrated with the schools, particularly at the junior school level, but nowhere have the people demanded or made it clear to the politicians, who after all are democratically elected representatives, that they would be prepared to pay for a system that would be fully integrated. So they just don't arrive because I think the imagination has not been stirred enough to see the tremendous advantages. We go on, as Mr. Crawford has said, building our expressways and so on and not, as in Philadelphia and in several places and in many towns that I saw in Scandinavia this summer, using the space beneath them and around them for recreation possibilities.

I know it can be done. I have probably a thousand slides to illustrate the things I have briefly been saying. I think we have got to make a determined effort to start doing it now.

Address of Dr. John Rich

Mr. Chairman, ladies and gentlemen:

Of the many excellent points that Mr. Crawford made, the one that appealed to me the most was his emphasis on self-help. Helping people to help themselves, to recreate themselves. It also struck me that one can do this in a number of different ways. I don't know whether Mr. Crawford knows that in Canada, sir, we approve of motherhood but not of sex. I think often when we talk about self-help we are in favour of the principle but we do not want to face the necessary prerequisites.

When I was working in the poor part of London, we had a lot of well equipped youth clubs, to which well equipped young people came. There were a lot of other kids on the streets and people would go out and try to round them up, saying, "look we have some very well equipped youth clubs here for you". The kids would answer, "ah they're all square". "Oh no, they're your clubs. You have a committee; you decide how to run them". But they couldn't get the kids in. Now and again somebody would go out. He's a street corner worker; they call them detached workers now. He would say "I know where we can get hold of a basement for very little money; what do you say?" And he would sweep up some of these kids and take them to a basement where they would riot around a bit and pull a few bits of plaster off the wall. Then after a few months they'd say "let's





paint the place". They would go out and do a bit of shoplifting and furnish it. After another six months they would elect a committee, and after a year they'd have a well-run club, with painted walls and good furniture. They'd sling out anybody who'd wreck the joint.

After that they found there were still a lot more kids on the street corners again. So they'd say, "look we have just the sort of club for you. Started by kids like you". The kids would answer, "Oh no, square!". Somebody would have to keep going out and starting new clubs all the time, or rather let the kids start their own clubs. The point of the story is, of course, that it is no good to tell these kids, "You run the club; we'll provide lovely facilities, and then you run the club." That's no good, that's not self-help enough. One of the problems is how far down to go when you want to encourage self-help.

I was agreeable but slightly worried too by another point Mr. Crawford made when he talked about highly skilled instructors. I was reminded of a very sad school play I saw once in which some very skilled instructors had been teaching kids how to act. It was a musical really, and these kids were doing ballet steps and arabesques and stuff. The kids were bored to tears obviously. Except for one nasty little girl who was trying to upstage her rival and who was the only one who got a kick out of it. Very highly skilled instructors? What were they highly skilled in? They were skilled in ballet. They weren't skilled in children.

There is perhaps a danger in this too, that when we talk about self-help, that we might not be helping them to find the things they really need to find, which is self-expression, often very different from doing the thing properly. So this is one of my main worries about this. I am all in favour of self-help, but we can do it the right way or the wrong way.

In the light of what Dr. Seeley was saying this morning, I was also a little worried about Mr. Crawford's list of changes. He mentioned the ones that everybody always mentions -- supersonic aeroplanes, live TV from overseas, pictures from the moon, and so on. All these changes were technological. There have been a lot of other changes too in the last 20 years or 50 years -- changes in music, changes in visual arts, changes in cinema, political changes, changes in the way society lives. One of the major changes is the change in the family.

In the last 50 years the family has changed fundamentally. From being an extended family with mothers, fathers, kids, plus uncles, aunts, grandparents (or if there are no blood relatives, at least work relatives) it has become the nuclear family consisting only of mother, father and kids. Now I know this social change has been brought about by technological change, but, speaking as a psychiatrist, I think has made probably far more difference to the kids than the technological changes that we all think about. I think we should give a lot of





thought to what Dr. Seeley was saying. In our plans we must not think only, and predict only, along technological lines. The really important ones are social changes, and we don't really know what these are going to be.

Mr. Crawford assumed continuing and increasing urbanization and I don't know about this; it is way outside my field. I hope one of the other panelists might answer this question. With increasing communication, speed of travel, I wonder if urbanization, as we understand it, will continue the way we have seen it happen. When I came here from the old world I noticed first thing the very different shape the cities were. They are very much more spread out because people could travel by car instead of by foot. Now I wonder with Montreal now being as close as Port Credit was 50 years ago, whether people will look for neighbourhood facilities. If we can travel to see our relatives in different cities so easily, I wonder if this trend will continue or will it be reversed. In his book "The Secular City", Cox tells us of a group of protestant ministers who went out to get people in an apartment block to be neighbourly. They found those people just didn't want to meet their neighbours. They just didn't want to; they didn't like their neighbours. This is a sort of point too; I wonder whether, assuming the people will want to travel and I can't quarrel with Mr. Crawford's figures on density of population and travel, we should assume that this will continue or something different will happen.

Finally, do we want to accept the future passively? Is our job merely to decide, to predict what is going to happen, or do we have any say in what we want to happen? I think that Jacques Ellul has a point in his book "The Technological Society" in which he says we are all thinking technologically. We are all saying "what is the best way of doing" something. We have stopped asking the important questions. I think most of the discussion of the paper really has been based on the best way of dealing with a situation that we can extrapolate from our present one; rather than fundamentally changing the sort of society in which we are living. This is taking us away ahead of our immediate time, but I would be unhappy if we simply try to find technological ways of solving our present-day problems.

The future obviously is with the children. It is trite to say that, but I would think that if the Minister is really keen on this business, instead of worrying so much about federal-provincial relations and legislation, he might perhaps do better to burn down all the high schools and shoot all the staff. Some of my best friends are teachers. I know we would lose a lot of good equipment this way, and quite a lot of good teachers. But I think, on balance, it might be a good thing. After all if our kids have to learn to cope with change, and Mr. Crawford tells us in his view the inability to cope with change is the difficulty, if they have to work out their own recreation, instead of having it provided for them, they have to learn to think creatively, and to think up their own solutions to problems, and so on.





I am sure that the present education system we have is not doing this. Not only not doing it, but actively inhibiting it. I think no amount in municipal support in recreational systems or whatever you are going to call them can make up for a school lifetime in which individuality has been ground out of you.

Address of Mr. John Thorsen

Mr. Chairman, ladies and gentlemen:

I find myself a bit daunted this afternoon taking part in a panel with such a distinguished group of gentlemen, and before an audience such as this one. I believe no audience like this one has even been gathered for a recreation conference in the history of the movement in this province.

Expecting to be somewhat flustered, I recalled the story of the politician who visited the penitentiary to give a speech to the inmate group. After paying the customary respects to the warden and the staff, he began his remarks by saying "fellow citizens". When he was greeted with a gale of laughter from the prisoners, he realized that as convicts they had relinquished their citizenship rights during the term of their sentence. So he tried to start again by saying "fellow convicts". This of course evoked a larger storm of laughter and left him so completely flustered that the only thing he could think of to say was, "Well, at least I'm glad to see so many of you here."

There were several items in Mr. Crawford's remarks that have special interest and implications for the professional recreation worker in Ontario. Of course, his whole speech, I think, is to be accepted as a guide and challenge to all of us. But I would like to return to some particular areas of concern as far as the future of full time recreation workers is concerned.

The outstanding trend for the profession, I believe, will be the continued expansion and improvement of professional preparation courses. We now have legislation that requires a degree for the top certificate of the Department of Education. In view of the increasing demand that we are sure will develop for qualified personnel, the institution of a degree program in recreation and parks administration is essential in the near future. We hope, in fact, that it may start within a year.

Provision has been made and is being used for the training of recreation personnel at the program and technician level. But if, as Mr. Crawford predicts the job of the administrative head in a community becomes complex and responsible, the new people entering the field at increasingly





this level will certainly require a full degree training program. The institution of a degree course may at the same time provide opportunities for those presently in the field to engage in a variety of seminars, short courses and extension programs to enable them to keep up to date with our developing field of work, as any profession must.

I believe the introduction of such a course will also eventually lead to a solution of at least part of another major problem, that of the lack of recreation research. I would hope that graduate programs would be available through which significant Ontario oriented research will be done. Until that time I would commend to our profession the Minister's concern with this problem, and the offer of assistance, through the medium of Community Programs Division, to provide interim assistance to this area. I think that we may find as well assistance with research in the graduate schools of other disciplines, if we go out looking for it with specific projects and suggestions to make. I refer to the recently revised updated list of recreation research published in U.S. by the N.R.P.A. If we took, on a proportional basis, one-tenth of the titles listed in this latest summary we would probably have sufficient research to keep not only recreation graduate schools, but graduate students in other disciplines busy for the next ten years.

The next major concern we must face in the future relates to the structure in and under which we operate at both the community and provincial levels. We worked for nearly twenty years in a maze of local boards and commissions with varying degrees of responsibility for recreation programs and facilities. It is still not unusual for a single community to have separate public authorities for recreation parks and community centres. I would dare to hope that in the not too distant future a trend toward consolidation of these related boards at the local level may develop. We should also be concerned with the provision of the maximum of efficient service to our communities, and to prevent petty jealousies between vested interests. I don't think this trend has developed as yet. There are only a few more than 30 municipalities with combined recreation and parks departments. Recreation arena combinations are much more prevalent, but in many of these the flaw is that the arenas are not truly regarded as recreational facilities. They are operated on the basis of the least possible net cost, perhaps at the expense of the maximum possible benefit to the people who should be using them. I would address those members of municipal council who are present here. We think that it is time to end this confused state of divided responsibility for recreation. Through your association you've expressed the desire to reduce the number of local boards. Let us get together to work for this end. The method of attack obviously has to be through changes in provincial legislation, and this I feel is also an inevitable development, hopefully in the not too distant future.

Mr. Crawford touched on the need for greater cooperation between recreation and another public agency -- education -- particularly as it relates to facilities. I believe a trend toward this has emerged in





Ontario, helped greatly by direction from the Minister of Education. It is not inconceivable that many more communities will arrive at the pattern already established in one or two, in which the recreation authority programs the extra-curricular hours of school facilities.

This brings us to another concern the future, a provincial authority for recreation. A department of leisure, or of culture, or of recreation in the future may not be too far-fetched. In fact, it may be inevitable, if all the provincial legislation pertaining to recreation is pulled together. Failing such a development the logical continuation of our relationship with education, particularly as we see the introduction of learning for leisure in the curriculum and the expansion of continuing education partly on our recreational basis, is indicated.

Just as we are convinced that the fragmentation of recreation responsibility as it has existed must end, we question the prospect of adding new government agencies to provide recreation service for any special segment of the population.

I don't propose to deal in any detail with Mr. Crawford's comments on programs. I think the trend toward better program offerings is now established in most of our communities. To meet the needs of more age and interest groups, the development of agencies such as the Province of Ontario Council for the Arts, and the Craft Foundation, related to the Department of Education, and the expansion of the leadership training program of Community Programs Division would place opportunities for program expansion and enrichment in the hands of all recreationists. It's only up to us to use them, and I think the evidence indicates that we are doing so.

My final point is related to Mr. Crawford's entire talk and the foregoing as well. Since recreationists have never before had the opportunity of speaking to such an impressive group of municipal policy-makers, I think the time is appropriate. Everything said in this afternoon's session has reflected a demanding future for the recreation profession in terms of training and education and job responsibility. We've had the experience in the recent past, in regard to the post-degree certificate course at the University of Guelph, of failing for three years to attract sufficient university graduates to get the course started. In part at least this has been due to the fact that some of these students could quickly realize, by doing a comparison, that by taking a year at the College Education rather than Guelph, they would be considerably better off economically as teachers, both initially and over a period of time, than they would in recreation. We feel that average earnings in the field of recreation have not kept pace with other fields of endeavour. Unless the overall situation improves I believe we will continue to experience difficulty in recruiting new people, particularly for the level of work requiring higher education. Failing an improvement, it is also not inconceivable that the profession, like others before it, will seek to establish scales of salaries related to



qualifications, population, job responsibility and so on, and find the means of putting them into effect.

In looking to a future of more complex and demanding administrative functions for the recreationists, it is hoped that the essential contact with the consumer that produces people-oriented, rather than activity-centered programs, is not lost. The professional and his policy makers should be aware, as Dr. Seeley and Mr. Crawford and others have pointed out, of the fact that the emerging generation is one that will demand involvement in the decisions and activities that affect them. That has been the basic philosophy of recreation for years, it's true but one that may be difficult to maintain in the future of expanding bureaucracy as well as leisure, without thoughtful effort by those involved.

The recreation profession in Ontario looks forward to the future and its demanding role in the leisure society. We feel that we can be moderately proud of our role in the development of the municipal area to its present state. We hope, in partnership with councils, committees, voluntary and other public and private agencies, and our friends in government, to meet the challenges outlined for us this afternoon.

#### Questions Contributed by the Audience

Mr. D.H. Rigg, Oakville

My question is related to Mr. Crawford's comments about fees and charges for recreation. Do you feel the future trend will be toward more free recreation, or more charge?

Mr. Crawford

I think it's going to be towards more free. I think one of the best examples we have is what is happening in the agencies that have not been historically free in the past, but they are asking for government subsidies. When I was in Oakland, California we charged for our swimming pools; in Philadelphia we do not. In California we raised about a fourth of our budget by fees and charges. Now we have very few fees and charges, and I think this is the trend -- to provide the service to the people who need it the most.

Mr. H.J. O'Brien, Chatham

Mr. Crawford, I am interested in your vest-pocket centres. Our trend has been to eliminate these. What actual uses do you visualize for small areas?





Mr. Crawford

For years I was also opposed to it. I didn't want anything under 3 acres. But it is simply impossible to find areas of that size in the really congested parts of large cities. Recently we bought a 3-acre block and it cost us \$875,000. How many times can you pay that price for an acre of land? We feel we have to use smaller acreages. They can be highly developed. On some of our vest-pocket playgrounds, you can do everything you do on normal-sized playgrounds -- everything that doesn't require a full-sized athletic field -- basketball and handball, but not baseball or football. For these they will travel to the nearest play-field, or high school.

There is good leadership, good equipment and something for every age-group, including senior citizens, even on a half-acre vest-pocket playground. There is a building and a staff and they get amazing attendances.

I never thought I would be in the business of providing portable pools and that type of thing, either. We have to do it to serve the people. Leadership and development is expensive but we cannot serve people in congested areas in any other way.

I disagree with Dr. Rich about people travelling more in the future. I think these people are not going to be able to travel very far for many years.

Mr. F. Westoby, Dundas

Dr. Gillies, you suggest private developers will have to provide more open space for recreation. Do you really believe they will do this? How is it to come about?

Dr. Gillies

That's a good question. It will come about when there is more competition in the housing market. It was fascinating to watch in California when they first built thousands and thousands of tract houses, row on row on row, you could sell them before they were finished. As the market slowed down the developers found they had to add something different in order to make them marketable. They found they couldn't really add much more to the house. They had to do something with the land. In the last 3 or 4 years in a slow housing market, we have seen all kinds of new subdivisions with community pools and tennis courts, open spaces, community centres, separation of pedestrian and vehicular traffic. In many cases, you cannot sell suburban houses that don't have these things.

So it will come here when there is a change in the housing market.



Mr. Max Bacon

I would like to add a postscript. I don't think this is true. We are speaking here of upper middle class housing. You are not going to get many more facilities put into housing developments for lower-income groups unless it is by enlightened government. I don't think there are the tremendous profits there were once in housing. They are still adequate for the risk capital that goes into them, but I don't think we can squeeze that much more out of the developers of low-cost housing. I believe strongly that we must make more imaginative use of space and government has got to recognize that it has got to get into vest-pocket playgrounds and systems of parks that will work adequately. We haven't got that now. We have to integrate our space -- think in more imaginative terms about relationships of groups of houses. We can't expect the 3- or 4-year-old in housing developments to go half a mile to a park. His mother won't let him. We must think of new forms; that is more important than just saying the developer has got to provide more.

Dr. Gillies

I would agree with you that 3- or 4-year-olds cannot travel even half a block to a park.

But housing for low-income groups is not being built by the developers, anyway. When public housing development for these groups is designed, you can expect to see the recreation areas included in the project. We could get into a great debate on the housing problem. It's a complicated question. To quote some statistics, from California: the average family income in 14 southern California counties is \$7,200. This means that people shouldn't buy houses that sell for more than \$20,000, if they are to keep within a standard budget as far as housing is concerned. But less than 15% of the houses that were built in those counties in the last few years were built to sell at \$20,000 or less. The only solution is easier financing and things of that kind.

It could be a condition for getting the easier financing such as F.H.A. could be that the subdivider provide adequate open space. I wouldn't agree that profits have been taken out of the housing industry.

Dr. Rich

One brief point: Mr. Crawford said he couldn't see all his poor people getting cars and being able to travel. Sure this is true for the next year or two. When I first came to Toronto ten years ago they were building "401". Within eight years it was too small and they were adding bits to the sides for extra lanes. Malton when it was built was the latest in technological design; now it is so small BOAC can't land its jumbo jets there. I think a lot of this discussion is about





present-day problems. We should be thinking more than five or ten years ahead. Perhaps this is not reasonable, but think of the changes in recreational attitudes, approaches, family living, style of living and so on in the thirty years between 1910 and 1940. If we are thinking only 30 years ahead which I don't think is too far then why can't we expect the same sort of change? We must stop thinking of present-day needs, of present-day families and so on and provide for them. Some of us must think further ahead than that. My comments were addressed to that somewhat further problem rather than the one immediately facing you people in the business now.

Mr. J.D. Leckie, Collins Bay

Dr. Rich you mentioned some of the problems involved in the approach to get kids to help themselves. However, you didn't mention the psychology you would use to get them to use facilities that were provided for them.

Dr. Rich

I don't know, I'll try to answer this very briefly. To get them to use the facilities. Why do we have to have the facilities first and then get them to use them? This, I think, is a wrong approach. I am with Max Bacon in his story of the children and the woods. These kids wanted to make up their own minds and their own games from the bits and pieces lying about. I think kids can do the job for themselves, if we leave them alone. Most kids can have a better time with a couple of saucepan lids than with the expensive train they were given for Christmas. If we'll only let them alone and give them a chance they will work it out.

The children I told you about in the play would have had a wonderful time putting on a play that would have been quite incomprehensible to the audience, that wouldn't have been the same two nights running, in which they would have fallen over themselves -- terrible for the audience but the kids would have had a good time if they'd had leaders who knew something about kids.

When you ask, "how do we get them to use the facilities", I am suggesting you are asking the wrong question. If there's a problem, you've got the wrong facilities.

Rev. M.D. Ropp, Chesley

I would like to direct this question to Dr. Gillies. I understand he comes from Teeswater which is a nearby community. As we are looking at trends in recreation in Ontario, I realize a large proportion of our people live in a small part of the province. What about recreation in



the smaller communities? It is as serious a problem there as it is in the cities. Perhaps the problem is even magnified for the rural areas. Farmers no longer have chores for their children. How do we provide recreation for these youngsters? We have all the same problems as the city areas. I would like to hear something about recreation programs in the smaller places in the northern part of the province.

Dr. Gillies

It is a long time since I lived in Teeswater. But I must say I visit it every year. It is a wonderful town. I am fascinated to be asked to reply on a personal note to Chesley. I have always thought the greatest advantage a young person could have is to grow up in a town of less than a thousand people. When I grew up there, we used to swim in the river and skate on the dam. We had wonderful times. I go back now and I find they have a swimming pool (Lions Club). They have an arena built through a community drive. They have organized baseball and hockey. They seem to have a good deal of recreation. I notice the local police officer now is half paid as a recreation officer and they organize Boy Scout groups and things of this sort.

They seem to be doing progressive things but I wonder if they are having as much fun as we did while we were growing up?

Questioner (who did not give his name)

A question for Mr. Crawford. In Ontario there is a minimum requirement by law which a subdivider must supply as park land, 5%. The rule-of-thumb is a little different and this isn't considered sufficient. I am wondering if you have had any experience with this kind of legislation.

Mr. Crawford

We have had a great deal of difficulty with similar legislation in Philadelphia. The subdividers opposed it very strongly -- being forced by the zoning to set aside land. As Max mentioned there are other ways to put the pressure on -- not authorizing their subdivision until they conform. We have found that when the subdividers gave the land, it was land that was not really useable for recreation purposes. Land that they did not want to keep up themselves and difficult to build on. We had to refuse these offers of useless land. There are other ways to interest subdividers. Through discussion any intelligent subdivider will be able to see that an attractive community adds to the value of the land. Some of these subdividers who agree wanted us to develop the park area, maintain, supervise and provide the recreation program which we were willing to do.















